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ABSTRACT

A detailed report is given on the mechanics involved in conducting a successful bi-regional workshop for educators. The theme of the workshop was designed around two Research Within Reach (RWR) documents dealing with oral/written communications and secondary mathematics; however, papers and discussion generated by the workshop are not included in this report. An overview is presented of the objectives of the workshop, followed by step-by-step descriptions of the planning, implementation, and evaluation of the workshop. The appendices include: (1) sample letter to workshop presenter/consultant; (2) memo to Educational Services Office (ESO) state contact persons; (3) pre-workshop letter and enclosures sent to participants; (4) participant's workshop packet; (5) dissemination plan handouts; (6) post-workshop letter to participants; (7) participants' final dissemination plans; and (8) workshop evaluation form. (JD)

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Research Within Reach: Resources for School Improvement

Drawbridge Inn Motel/Convention Center
Ft. Mitchell, Kentucky

August 18-20, 1982

Workshop Final Report
by

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Workshop Coordinator

November 1982

Regional Exchange
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TABLE OF CONTENTS

Page

Workshop Overview 1

Workshop Planning 2

Workshop Implementation 5

Evaluation of Workshop 9

Appendices

- A. Sample Letter to Workshop Presenter/Consultant
- B. Memo to ESO State Contact Persons
- C. Pre-Workshop Letter and Enclosures Sent to Participants
- D. Participant's Workshop Packet
- E. Dissemination Plan Handouts
- F. Post-Workshop Letter to Participants
- G. Participants' Final Dissemination Plans
- H. Workshop Evaluation Form

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Workshop Overview

The Appalachia Educational Laboratory's Regional Exchange (AEL-Rx) has conducted a series of workshops each year since its inception in 1977. The Rx workshops are targeted to key educational decision-makers in the AEL-Rx eleven-state region. In recent years, these Rx workshops have followed a theme suggested by the Advisory Committee to the Rx project. The theme for the FY 82 series of workshops was "School Effectiveness." The first of the two FY 82 AEL-Rx workshops was titled "School Effectiveness: Climate, Goals, and Leadership" and was held in Charleston, West Virginia on June 7-9, 1982. A report of that workshop was prepared by Mabel C. Lee, the workshop coordinator.

Following directions provided by the AEL Educational Services Office (ESO) Advisory Committee, the second workshop in the FY 82 series was designed around the two new Research Within Reach (RWR) documents dealing with oral/written communications and secondary mathematics. The major goal of the workshop was to introduce these two RWR documents to selected teams of educators from the states and to have them prepare draft plans for their dissemination and use by teachers and others. The workshop was designed to allow the participants to meet and interact with the authors of the RWR documents, to become familiar with the specific content of the documents, and then to develop original dissemination plans for their use in their own state, regional, or local agency.

One unique feature of this workshop was that it was bi-regional. The AEL-Rx joined with the Regional Exchange project at CEMREL, Inc., to plan and conduct the RWR workshop for educators from both Rxs' states. The pooled resources permitted the inclusion of a larger and more diverse group of participants, a division of labor across the two Rx staffs, and a more cost-effective delivery of the content.

Workshop Planning

Planning the "Research Within Reach: Resources for School Improvement" workshop occurred in several phases. As mentioned above, the first phase was when the ESO Advisory Committee endorsed the topic in one of its early 1982 meetings. This nomination and approval of the general area of RWR documents was followed by a suggestion from the Advisory Committee that it should be the second of the two FY 82 AEL-Rx workshops in order to allow as much time as possible for the RWR document developers to complete and publish their documents.

The second phase of planning for the RWR workshop transpired when it was decided to explore the possibility of holding a bi-regional workshop with the Rxs of AEL and CEMREL cooperating. Management and staff from both Rxs met in March 1982 during the 1982 American Educational Research Association's Annual Meeting in New York City. The advantages and disadvantages of holding a bi-regional workshop featuring the two, new RWR publications was discussed at length. Possible workshop dates, formats, audiences, and presenters were discussed. However, no binding decisions were made at this first meeting of representatives from both Rxs. It was decided that each Rx staff would report back to the home agency, assess the situtation, and make a decision later.

The third phase in planning the RWR conference occurred about a month after the initial March meeting of representatives from the AEL and CEMREL Rxs. At this time both agencies decided to participate in the collaborative workshop. A few important logistical decisions were made at this time. It was mutually decided that the Drawbridge Inn Motel/Convention Center in Ft. Mitchell, Kentucky, would be a suitable site for participants from both Rx states. The Ft. Mitchell site was close to the Cincinnati, Ohio airport and still within driving distance for the AEL-Rx staff. During the third phase, major decisions about "who would contact whom" were made. Futher, staff from each agency were assigned to complete the major workshop tasks.

The fourth phase of planning the bi-regional workshop took place between the months of May, June, July, and--to some extent--August of 1982. During this fourth planning phase all the details of the workshop were completed. First, the official title was settled. Second, the objectives of the bi-regional workshop were established by the planners from both agencies. The final four objectives were:

1. To provide educational practitioners in Appalachia and Midwest states with copies, information, and activities related to the two new Research Within Reach (RWR) documents--oral/written communication and secondary mathematics.
2. To guide educational practitioners in the development of action plans relating to the dissemination of the RWR documents by state education agencies, intermediate service agencies, and local education agencies.
3. To promote contact, interaction, and cooperation among workshop presenters, researchers, participants, and AEL and Midwest Rx staff.
4. To provide members of the R & D community (researchers, presenters, and AEL and CEMREL staff) with information about the oral/written communication, secondary mathematics, and dissemination concerns of participant.

Third, arrangements with the motel/convention center were made; tentative meeting rooms, meals, and starting-ending times were finalized. Also, the motel/convention center printed reservation cards to be sent back by participants. Fourth, the roster of presenters/consultants was established.

Each Rx staff were assigned the role of making final arrangements for the workshop presenters/consultants. See Appendix A for a copy of the letter finalizing arrangements with one presenter/consultant. The final list of RWR presenters included:

Mr. David Holdzkom--Director, RDIS, Co-author RWR: O/WC

Dr. Donald Rubin--Professor, Language Education Department, University of Georgia, Co-author RWR: O/WC

Dr. E. Jane Porter--Former Ohio SEA employee, Present Educational Consultant, Co-author RWR: O/WC

Ms. Beverly Bimes--1980 National Teacher of the Year, Member of the Consultant Panel for RWR: O/WC

Dr. Mark Driscoll--RDIS, author RWR: Elementary Mathematics and RWR: Secondary Mathematics

Dr. Robert E. Reys--Professor, Mathematics Education, University of Missouri, Member of Consultant Panel for RWR: Secondary Mathematics

Dr. Mary Grace Kantowski--Professor, Mathematics Education, University of Florida, Member of Consultant Panel for RWR: Secondary Mathematics

Fifth, nominations for sponsored participants were solicited from the appropriate ESO state contact persons. See Appendix B for a copy of the memo sent to ESO state contact persons. It should be noted that the CEMREL Rx sent a similar memo to their contact persons. By July 29, 1982 a total of 13 participants from within the AEL-Rx region were nominated by the state contact persons to attend the bi-regional workshop. A pre-workshop letter and packet of items were mailed to these persons. See Appendix C for a copy of a typical letter and its enclosures. Sixth, in addition to the formal letters to state contact persons and others, notices of the upcoming RWR workshop were included in the ESO publication, the Rx Bulletin, the AEL Action, and the memo to the ESO task force on oral/written communications. Last, a whole host of planning details were completed prior to the start of the workshop. For example, the CEMREL Rx staff secured the microcomputers for mathematics small group activities. Also, AEL staff typeset, printed, and assembled the participants' packets. The specific tasks for each AEL staff member were completed and distributed to them. Finally, AEL staff travel arrangements were completed in preparation for the workshop.

Workshop Implementation

Registration for the workshop opened at 11:00 a.m. on August 18, 1982 in the motel lobby. Each participant identified himself/herself, stated whether he or she was primarily interested in oral/written communication or secondary mathematics, and which subgroup he or she desired. Each participant was given a name tag and a registration folder. Included in each registration packet was background information on the two Rxs, the workshop objectives, the agenda, the preliminary participant list, a map of the motel, and small group assignment instructions. See Appendix D for a copy of the workshop packets less the agency folders, flyers, and promotional items. A total of 50 persons from 22 states registered for the workshop.

The workshop opened with official greetings and welcomes from Jack Sanders, Director of AEL-ESO and Carol Thomas, Director of CEMREL's Rx project. Next Sandra Orletsky, Assistant Director of AEL-ESO, welcomed the participants on behalf of her agency, provided a little background of the bi-regional workshop, and formally introduced David Holdzkom. Holdzkom was director of the Research and Development Interpretation Service (RDIS) at CEMREL--the agency which produced the two RWR documents. He provided an overview of the RWR document development process including the various stages each document completed. Holdzkom ended with an update on the proposed final printing date from both of the new RWR documents. Next, Merrill Meehan of AEL-Rx explained the overall conference plan and the small group assignments in particular. Meehan emphasized how the plan was divided into two major segments of receiving RWR input and switching to the development of original dissemination plans for the documents by each participant.

At 2:00 p.m., the first general session broke up and participants moved to small group sessions of oral/written communications or secondary mathematics, according to their choice. The small group sessions for the afternoon were designed by the presenters/consultants. One unique aspect of the presenter/consultant cadre was that all seven played a crucial role in the authorship and/or critique of the RWR publication. Thus, the original authors had a chance to design activities for participants who would later write dissemination plans and disseminate the RWR documents. This first round of small group sessions ended at 5:00 p.m. The AEL-Rx hosted a hospitality hour in their suite where the workshop participants, planners, and presenters got to know each other much better and interact in an informal manner.

The first full day of the workshop--August 19--opened with a stand-up continental breakfast. Then, at 8:45 a.m. participants reconvened in their small group sessions according to the content area they chose the day before. Again, the presenters/consultants designed these sessions to provide a rich introduction into the contents of the RWR books. The participants rotated among the consultants according to the predetermined schedule. These small group activities varied considerably from indepth reading of certain chapters, to role-playing exercises, to a microcomputer demonstration of mathematics problem-solving skill development. The morning ended with the total group being reconvened for two panel discussions, one per each RWR content area. Leading these panel discussion were Alfreda Brown of CEMREL and Ethel Parris, an AEL summer intern.

Following lunch, the second major segment of the conference began. Here the focus was on the development of original dissemination plans for the RWR publications. A team of CEMREL and AEL staff set the stage for participants to develop their action plans for participants to develop their action plans for RWR publications. First, Alfreda Brown presented results of previous RWR dissemination studies. Next, Carol Thomas discussed what research said about effective inservice activities. Sandra Orletsky presented some examples of creative RWR dissemination strategies from the past--mainly in connection with the first two RWR publication on reading and elementary mathematics. Last, Merrill Meehan explained the expected outcomes of the action plan work sessions. Using the blank action plan forms as guidelines, he explained the expectations for each person's plan. See Appendix E for a copy of the dissemination plan guidelines and forms.

From 2:30 to 4:30, participants started to develop their original dissemination plans for the RWR publications. The consultants and Rx staff were divided into two groups in order to provide additional help, input, and/or advice to the participants as they began the development of their plans. The AEL and CEMREL Rx staff acted as resource persons on the general topic of the implementation and dissemination of the RWR publications. On the other hand, the presenters/consultants formed another group and acted as resource persons on the topic of teaching and learning issues connected with the oral/written communications and secondary mathematics content areas. Workshop participants were encouraged to move freely to either or both groups of resource persons to seek specific advice regarding the development of their RWR dissemination plan. At 4:30, the total group reconvened again where Mabel C. Lee, of AEL-Rx, chaired a session on action plan progress reports. Here, individuals and/or groups of participants volunteered to share their preliminary RWR dissemination plans with the other participants. Given the variety of agencies represented, this session provided a unique opportunity to have other participants hear how selected agencies planned to install the RWR publications. This concluded Thursday's activities.

Friday, August 20 began with a stand-up continental breakfast again. The time period of 8:30-10:30 a.m. was reserved for the continuation and finalization of the RWR action plans. Here, participants again had the opportunity to meet with all the Rx staff members and/or the RWR presenters/consultants in order to seek additional help in the completion of the RWR action plans. At 10:45, Carol Thomas led a session in which the participants reported orally on their action plans. This session was essentially a continuation of the similar session held on Thursday. Those participants not reporting on Thursday presented their plans on Friday. The workshop evaluation and wrap-up was conducted by Sandra Orletsky. A standard evaluation form was given to each participant to complete.

All the participants' RWR dissemination plans were collected for later processing. First, all the plans were typed by the AEL staff.

Here the specific name of the action plan developer and his/her agency was converted to a number in order to preserve anonymity for the authors. Next, the typed plans were mail back to authors with a request to update, improve, and/or correct it. Also, a final list of participants was provided with the letter. See Appendix F for a copy of the post-workshop letter to the participants. Last, the returned RWR dissemination plans were corrected per the authors' instructions. These final RWR dissemination plans, the major product from the conference, appear in this report as Appendix G. These RWR dissemination plans will serve as the major input to the distribution and implementation of the two new RWR publications in the regions covered by the two Rxs.

Evaluation of Workshop

The AEL-Rx has used a standard evaluation form for its workshops and conferences since 1980. The AEL-Rx evaluation instrument includes items designed to gather data around four major topic areas. The four major topic areas are:

A. Workshop Participant's Background
B. Workshop Objectives
C. Workshop Implementation Processes
D. Workshop Outcomes/Benefits

See Appendix H for a copy of the evaluation instrument used in this workshop. Thirty-five of the fifty participants completed and return the evaluation form for a return rate of 70 percent. The evaluation of the workshop will be presented on the following pages in the form of the four major sections of the evaluation instrument.

Participants Background

Section A of the evaluation instrument solicited information regarding the participants' background and reason(s) for attending the workshop. Table A-1 reveals that more than 51 percent of the respondents were affiliated with the state department of education while 37 percent were connected with a local education agency.

Table A-1

Participants Professional Affiliation

Professional Affiliation	Number	Percent
State Department of Education	18	51
Intermediate Service Agency	1	3
Local Education Agency	13	37
College or University	--	--
Other	3	9

Table A-2 shows that the respondents represented a variety of professional roles. The role category with the most respondents in it was that of curriculum specialist (34%) while 20 percent of the respondents were administrators of some type. It was interesting that 14 percent of the respondents were classroom teachers.

Table A-2

Participants Professional Role

Professional Affiliation	Number	Percent
Instructional Supervisor	5	14
Curriculum Specialist	12	34
Dissemination Specialist	1	3
Evaluation and/or Research Specialist	2	6
Teacher	5	14
Administrator	7	20
Other	3	9

Table A-3 shows that almost half of the respondents had not attended an AEL-Rx workshop before. Thirteen or 38 percent of the respondents had attended one to three AEL-Rx workshops before and 12 percent had attended four to six such workshops.

Table A-3

Number of Previous Rx-Sponsored Workshop Attended

n=34	Number	Percent
None	16	47
1 - 3	13	38
4 - 6	4	12
More than 6	1	3

Finally, participants were asked to rate their reasons for attending the RWR workshop on a scale of 3 = very important to 1 = not important. Table A-4 shows 83 percent of the respondents felt that the information would be useful back home while 66 percent stated that the topics were of direct relevance to his/her job. Three other reasons for attending the workshop also received ratings above 50 percent--57 percent to be exact.

Table A-4

Reasons That Participants Attended

F = Frequency	3*		2		1	
	F	%	F	%	F	%
Topics of high personal interest	20	57	13	37	1	3
Info presented will be useful back home	29	83	4	11	0	-
Opportunity to interact w/prof. peers	20	57	12	34	2	6
Opportunity to interact w/presenters/conslt	20	57	13	37	0	-
Topics of direct relevance to my job	23	66	10	29	2	6
Others	4	11				

*Ratings: 3 = very important; 2 = somewhat important; 1 = not important

Workshop Objectives

Section B of the workshop evaluation instrument dealt with the workshop objectives. The four workshop objectives were provided earlier in this report. First, respondents were asked to indicate if they felt the workshop objectives were met. Table B-1 shows that the majority of the respondents felt that all four workshop objectives were met. However, there were differences across the four objectives. For example, 91 percent of the respondents felt that objective number one was fully met while 79 percent felt that objective number three was fully met. Objectives two and four were rated fully met by a slightly smaller percent of the respondents.

Table B-1

Ratings of Degree to Which the Workshop Objectives Were Met

F = Frequency	3*		2		1	
Workshop Objectives	F	%	F	%	F	%
Objective 1	31	91	3	9	-	
Objective 2	22	67	11	33	-	
Objective 3	27	79	7	21	-	
Objective 4	16	52	14	45	1	3

*Ratings: 3 = fully; 2 = somewhat; 1 = not met

Next, participants were asked to rate the degree to which each objective was relevant to his/her work. As shown in Table B-2, the first workshop objective was rated most relevant to participants' work. Objective number two was the second most relevant to participants' work followed by objective number four.

Table B-2

Ratings of the Degree to Which the Workshop Objectives Were to the Respondents Job

F = Frequency	3*		2		1	
Workshop Objectives	F	%	F	%	F	%
Objective 1	29	88	4	12	-	
Objective 2	22	67	10	30	1	3
Objective 3	16	48	15	45	2	6
Objective 4	17	52	15	45	1	3

*Ratings: 3 = extremely; 2 = somewhat; 1 = not relevant

Most of the respondents' comments provided in Section B were positive.

All of the Section B comments are provided below:

Section B Comments:

I am more elementary-based and feel I could do a much more effective job with the RWR elementary math document.

Good document: important resource.

If objective one was to inform us of both documents, conference was not designed to do that.

These materials (RWR) will help us in our school district's goal of improving students' achievement in Basic Skills.

More specific information about the availability of the document is needed before definite plans can be formulated.

Workshop Implementation

In Section C, respondents were asked to indicate, on a scale of 4 to 1, their feelings regarding 18 specific topics dealing with the workshop implementation. The responses were keyed thusly: 4 = absolutely yes; 3 = mostly yes, 2 = mostly no, and 1 = absolutely no. Table C-1 displays the results of the respondents ratings of 18 specific items from the workshop implementation. The last column on the right contains the mean score for each item. Inspection of the mean scores in Table C-1 shows that all 18 items had a mean score of 3.00 or above on the four point scale. In fact, only a single item--"Pre-workshop materials were helpful"--received the 3.00 mean score. The three highest mean scores were 3.74 and higher. These three highest rated workshop implementation items were:

9. Written workshop materials were relevant.
15. The workshop was well managed by Rx staff and consultants.
16. The physical facilities for this workshop were adequate.

Table C-1

Respondents Ratings of Workshop Implementation Items

Workshop Implementation	4*		3		2		1		Mean
1. Consultants and presenters were well prepared.	24	96	11	33	-		-		3.69
2. Rx staff and presenters were open to my suggestions and input.	22	88	11	22	1	2	1	1	3.54
3. Presentations were clear.	13	52	22	66	-		-		3.37
4. Presentations were practical.	16	64	17	51	2	4	-		3.40
5. Presentations were relevant.	17	68	16	48	1	2	1	1	3.40
6. Sessions provided adequate time for questions and discussion.	14	56	16	48	4	8	-		3.29
7. Written workshop materials were useful.	29	116	4	12	1	2	-		3.82
8. Written workshop materials were comprehensive.	21	84	12	36	1	2	-		3.59
9. Written workshop materials were relevant.	27	108	6	18	1	2	-		3.76
10. The sessions acquainted me with new human and material resources.	22	28	11	33	-		-		3.67
11. The workshop sessions were scheduled to reflect flexibility and adequate provisions for participants to self-select as needed.	16	64	16	48	2	4	-		3.41
12. Pre-workshop materials were helpful.	8	32	18	54	6	12	1	1	3.00
13. Pre-workshop materials accurately portrayed the workshop.	15	60	13	39	3	6	1	1	3.31
14. The workshop atmosphere was conducive to learning.	23	92	11	33	-		-		3.68
15. The workshop was well managed by Rx staff and consultants.	25	100	9	27	-		-		3.74
16. The physical facilities for this workshop were adequate.	26	104	8	24	-		-		3.76
17. The site for this workshop was easy to get to.	23	92	11	33	-		-		3.68
18. On balance, this was an excellent inservice activity.	20	80	14	42	-		-		3.59

*Ratings: 4 = absolutely, yes; 3 = mostly, yes; 2 = mostly no; 1 = absolutely, no.

Respondents were provided space in Section C to write in comments in addition to their ratings of workshop implementation items. Almost all of these comments were positive in nature. These Section C comments were compiled into the list below.

Section C Comments:

Teachers need to be involved in workshops at the "beginning" stages. Many of us will implement new strategies--given the opportunity to discover what research says.

Good job!

The length of the evaluation instrument is a bit long. Could some of the statements be combined, eliminated, etc.

Hard to meet the needs of such a diverse group.

More structure (planned interaction) on last morning would have been useful. I wish the writing videotapes from Iowa had been available for viewing--there was time.

An excellent workshop. Congratulations to the staff. Also congratulations to David et al for the excellent document Oral/Written Communication.

Site was excellent for workshop but isolated for those without vehicles to get out for other activities.

A fine workshop.

Some conceptualization/organization/activity weaknesses, but, this is a personal/philosophical observation.

As usual, the quality of this conference was tops.

Much more information--pre-workshop materials--I was totally unindoctrinated.

Disproportionate amount of time devoted to action plan development. Group facilitators could have been used to good advantage. I had difficulty staying on task and being productive. Friday a.m. tended to "drag."

Time factor for first half of conference too short. More time should have been given to material explanation.

Table D-1

Respondents Ratings of Workshop Outcomes

F = Frequency

Workshop Outcomes	4		3		2		1	
	F	%	F	%	F	%	F	%
1. Workshop provided me with new information and awareness about products & programs pertaining to the topic(s).	23	72	9	28	-		-	
2. Workshop helped me to locate and follow-up on programs/practices which meet my needs.	16	50	16	50	-		-	
3. I gained knowledge about what other states and organizations are doing on the topic.	21	62	13	38	-		-	
4. I would distribute workshop materials or share what I have learned with colleagues and clients.	30	88	4	12	-		-	
5. I would conduct a similar workshop for my clients.	17	52	11	33	5	15	-	
6. I would use workshop materials to conduct inservice activities for my staff.	23	68	10	29	1	3	-	
7. I would use some of the presenters/consultants at the workshop to help me plan my programs.	20	61	9	27	3	9	1	3
8. I would incorporate what I have learned in our own program.	25	74	9	26	-		-	
9. I would contact ESO for more information or assistance on the topic.	31	91	3	9	-		-	
10. I would use what I have learned to stimulate joint planning activities with my colleagues.	31	91	3	9	-		-	
11. I would like to be informed about services ESO can provide on the topic.	30	88	3	9	1	3	-	
12. I would attend other workshops sponsored by ESO.	29	85	5	15	-		-	

Responses: 4 = absolutely, yes; 3 = mostly, yes; 2 = mostly, no; 1 = absolutely, no.

Workshop Outcomes

Respondents were asked to indicate their beliefs about the outcomes and/or other benefits of the workshop in Section D of the evaluation instrument. The response options were: 4 = absolutely yes, 3 = mostly yes, 2 = mostly no, and 1 = absolutely no. There were 12 workshop outcomes listed on the instrument. Table D-1 presents the results of this portion of the instrument. All twelve of the workshop outcomes were rated as 50 percent or more in the "absolutely yes" category. Two of the items (numbers 9 and 10) had 91 percent in the absolutely yes category while three others had responses of 80 percent or more in that same category. The two lowest rated items had to do with the replication of this workshop by respondents. These low ratings are not unexpected since state and local level agencies are not expected to replicate a bi-regional type workshop.

Respondents were given space to write-in their comments to Section D. A total of 18 such comments, some rather long, were written by the respondents. These comments are provided here in one listing. Most of the open-ended statements were positive in nature.

Overall, the bi-regional RWR workshop can be judged a success based on the evaluation results displayed in this section.

Section D Comments:

More study of the actual content of the document was needed by persons who had not seen the document previously.

Some of us working at the local levels have had satisfying and productive experiences applying research to staff development, curriculum, supervision, etc. If facilitators had a way of knowing this, perhaps there could be some incorporation of this in the formal sharing. Just a thought. Enjoyed; productive!

Section D Comments: (cont'd)

Oral and Written Communication is a very practical publication. However, I was a little disappointed in Chapter 12. The chapter really did not adequately discuss how to implement the integration of these skills into other curriculum areas. Too much emphasis was placed on generalities and theory. Practical application was missing.

Would, but present policy in Department prohibits. Must depend upon others in SDE outside my section.

Limited budget would make this unlikely except by telephone or correspondence.

I hope that serious consideration will be given to dissemination of the O/WC information in a series of booklets. It will be much easier to secure reproduction of additional copies via this route rather than reproduction of one large document.

I'm so encouraged to realize that such resources exist. I will eagerly anticipate future projects.

Thank you, thank you for such excellent professional support. I am excited about the many options we have for utilizing the RWR documents.

All-in-all--a good worthwhile workshop!

Workshop met my needs to a "T."

Overall--a very informative conference.

ESO not part of CEMREL--hence low rating.

Friendly, helpful presenters/consultants. It is always a pleasure to have the opportunity to work with AEL and CEMREL staff members--always given us a spark of enthusiasm in Cincinnati! Thank you.

My position is one whereby I am not the decision maker for future activities.

This is the second conference I have attended as a lay-person (LEA) representative. I am now beginning to see how supportive AEL, CEMREL, etc., can be to the LEA--not so prior to my involvement with AEL. This probably says that we need better dissemination of information about AEL, etc., to the local level. I am now ready to move beyond the awareness level to my own action plan within my system. The knowledge I have gained at these meetings has been invaluable and I want to share it.

Section D Comments: (cont'd)

I enjoyed and benefited from the conference.

I believe that more classroom teachers need to be included in workshops that can directly effect classroom instruction. State departments of education and teacher's associations need to work collaboratively from research to implementations in the classroom. I believe that organizations such as CEMREL and AEL should consider some workshops for teachers and administrators on best practices in inservice and adult learning style. Prepare persons to process research findings.

Can AEL provide any of the authors to assist in state workshops on the Oral and Written Communication document?

APPENDICES

Appendix A

Sample Letter to Workshop Presenter/Consultant

Appalachia
Educational
Laboratory

July 27, 1982

Dr. Donald C. Rubin, Professor
Language Education
University of Georgia
125 Alderhald Hall
Athens, Georgia 30602

Dear Dr. Rubin:

I am glad that I had the opportunity to talk on July 22 about the upcoming RWR conference in August. Just to recap some issues we discussed, I have enclosed several items that should be helpful to you.

Included are:

- A copy of the conference agenda including the list of presenters/consultants/resource persons.
- A pre-assessment form which will be completed by participants. This form is used to help us "fine-tune" the sessions on the basis of the participants' needs.
- Copies of letters sent to State Educational Agency Representatives, Regional Representatives, and local Educational Agencies. These letters of invitation can provide you with a "flavor" of whom was invited to attend the conference.
- A current AEL participants list which will be updated every Friday and mailed to you so that you will know the individuals who will be attending the conference.

The remaining enclosures are the AEL Service Agreement and a form for the waiver of your daily rate, which will serve as your contract with us. Please sign all three copies of this service agreement and send the original and one copy to us by August , 1982. On the Establishment and Certification or Waiver of Daily Rate form please write in your daily rate on the line, check the box with the light pencil x, sign, date and include social security number and return it with the Service Agreements. Included with the service agreement form you will also find a Consultant Travel Voucher and a Vendor's Invoice. Instructions for completing these forms can be found on the reverse side.

Appalachia Educational Laboratory, Inc.
1031 Quarrier Street/P.O. Box 1348 • Charleston, West Virginia 25325 • (304) 347-0400
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We talked briefly about your audio-visual needs for the sessions. I will have Mrs. Marilyn Slack from our office, who is responsible for this area, contact you directly so that she correctly understands your needs.

I received your biographical sketch, thanks again for your assistance.

Motel reservations will be made for you at the Drawbridge Inn Motel/ Convention Center for the nights of August 18 and 19. You will be reimbursed for the purchase of your airline ticket along with you other normal expenses. Our agency requires receipts for the airline and hotel expenses: the daily maximum for meals is $25.00.

David Holdzkom will be contacting you to discuss and settle the details concerning the small and large group activities for the conference.

Should you desire additional information concerning conference participants or related issues, do not hesitate to contact me. Looking forward to seeing you at the conference.

Sincerely,

Ethel M. Parris

Ethel M. Parris, AEL Intern
Conference Coordinator

EMP:vsn
MLM

Enclosure

Appendix B

Memo to ESO State Contact Persons

Appalachia
Educational
Laboratory

MEMORANDUM

July 14, 1982

TO: Mr. Joseph Bard
Dr. Joseph Basile, II
Dr. Jess Elliott
Dr. Al Evans
Dr. Meade Guy
Dr. Donald Hunter
Mr. Michael Kuhn
Dr. Mary Lovern
Dr. Ione Perry

FROM: Ethel M. Parris, AEL Intern, Conference Coordinator
Merrill L. Meehan, Educational Services Office

RE: Bi-Regional Conference: "Research Within Reach: Resources for School Improvement"

The Appalachia Educational Laboratory (AEL) will hold its second FY 82 regional conference "Research Within Reach: Resources for School Improvement" on August 18-20 at the Drawbridge Inn Motel/Convention Center in Fort Mitchell, Kentucky. A unique feature of the conference is that it is being co-sponsored by CEMREL, Inc. Two CEMREL Rx staff and about ten participants from their region will be joining us in this conference. Registration begins at 11:00 a.m. on Wednesday, August 18, and the closing is scheduled for 12:30 p.m. on August 20. Hotel accommodations will be at the Drawbridge Inn Motel/Convention Center. You may recall that the Drawbridge Inn is located in Fort Mitchell, Kentucky, and not far from the Cincinnati, Ohio, airport. As in the past, there will be no registration fee for participation in all conference sessions. Participants will, however, be responsible for their meals.

We have invited a roster of presenters to address various aspects of the two new Research Within Reach publications. The invited presenters/consultants/resource persons include:

Mr. David Holdzkom--Director, RDIS, Co-author RWR: O/WC

Dr. Donald Rubin--Professor, Language Education Department, University of Georgia, Co-author RWR: O/WC

Dr. E. Jane Porter--Former Ohio SEA employee, Co-author RWR: O/WC

Ms. Beverly Bimes--1980 National Teacher of the Year, Member of the Consultant Panel for RWR: O/WC

Dr. Mark Driscoll--RDIS, author RWR: Secondary Mathematics

Dr. Robert E. Reys--Professor, Mathematics Education, University of Missouri, Member of Consultant Panel for RWR: Secondary Mathematics

Dr. Mary Grace Kantowski--Professor, Mathematics Education, University of Florida, Member of Consultant Panel for RWR: Secondary Mathematics

Appalachia Educational Laboratory, Inc.
1031 Quarrier Street P.O. Box 1348 • Charleston, West Virginia 25325 • (304) 347-0400
An Affirmative Action Equal Opportunity Employer

Enclosed are three copies of the agenda (one for you to keep and two copies for the nominees) which provides the scope of activities scheduled for the conference.

A special feature of this conference is that it is actually two conferences in one. That is, after the overview session the O/WC content specialists will meet for their small group activities and the secondary mathematics content specialists will meet for their small group activities. Then all of the participants will be reconvened for a large group session on developing dissemination plans for the RWR documents. Conference participants will be encouraged to organize into teams to develop these dissemination plans. The conference presenters/consultants will act as resource persons for this activity. Finally, the teams' dissemination plans will be presented to the total group.

Again, this year AEL will support two participants from each state: preferably, one SEA and the other from an LEA. We are asking that you submit the names, addresses, and phone numbers of those persons that you invite to the conference as soon as possible but no later than August 2 so that pre-conference materials can be sent directly to them. Please notify the conference coordinator by using our toll free number: 800/624-9120 between 8:30 a.m. and 4:00 p.m.

As a final important point, two hotel reservation cards are enclosed and must be received at the Drawbridge Inn Motel by August 1 to ensure' accommodations. Please make sure that the individuals selected receive and complete the card and return it to the hotel by the deadline date. You may want to send them a copy of the enclosed agenda with the hotel reservation card.

MLM:ksc
MCL

Enclosures

cc: Dr. Jack Sanders, Director, Educational Services Office
Ms. Sandra Orletsky, Assistant Director, Educational Services Office
State Consultants

Appendix C

Pre-workshop Letter and Enclosures Sent to Participants

Appalachia
Educational
Laboratory

July 29, 1982

Dr. Raymond Brinzer
Coordinator Language Arts
West Virginia Department of Education
Capitol Complex, Building 6
Charleston, WV 25305

Dear Dr. Brinzer:

We are pleased to learn that you plan to attend the bi-regional conference on "Research Within Reach: Resource for School Improvement" sponsored by the Appalachia Educational Laboratory (AEL) on August 18-20, 1982 at the Drawbridge Inn Motel/Convention Center in Fort Mitchell, Kentucky. A unique feature of the conference is that its being co-sponsored by CEMREL, Inc. Registration begins at 11:00 a.m. on Wednesday, August 18, and the conference closing is scheduled for 12:30 p.m. on August 20.

Motel accommondations will be the Drawbride Inn Motel/Convention Center which is located in Fort Mitchell, Kentucky, not far from the Cincinnati, Ohio airport. A courtesy van between the airport and their facilities is available. The motel is holding a number of rooms for workshop presenters and participants at special rates.

To assist you in preparing for the workshop, we have enclosed the following items:

- A copy of the conference agenda including the list of presenters/consultants/resource persons.
- A conference pre-assessment form and a self-addressed enevelope. Please complete and return the conference pre-assessment form as soon as possible.
- A conference overview sheet.

A special feature of this workshop is that participants will design and develop orginal dissemination plans for the two new Research Within Reach (RWR) publications. About one-half of the conference sessions will be devoted to these plans. The content specialists will act as resource persons for these activities. Therefore, as you prepare to attend this conference, you can begin thinking how inservice is conducted in your agency and be prepared to intergrate the new RWR publications into that system.

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Should you desire additional information concerning the workshop or related issues, do not hesitate to contact the conference coordinator. The toll free number is 800/624-9120 between 8:30 a.m. and 4:00 p.m.

We look forward to seeing you at the workshop.

Your truly,

Ethel M. Parris

Ethel M. Parris, AEL Intern
Conference Coordinator

Merrill L. Meehan

Merrill L. Meehan
Educational Research and
Development Specialist

MLM:vsn
CDL

Enclosures

cc: Jack Sanders
Sandy Orletsky
State Consultants

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Bi-Regional Conference Agenda
Research Within Reach: Resources for School Improvement

AEL and CEMREL, Inc.
Drawbridge Inn Motel/Convention Center
Ft. Mitchell, Kentucky
August 18, 19, and 20, 1982

August 18

11:00 a.m. - 12:30 p.m.	Registration, Motel Lobby
12:30 - 1:00	Greetings, Introduction, Conference Plan
1:00 - 1:45	Overview of Research Within Reach David Holdzkom, Director, Research and Development Interpretation Service CEMREL, Inc.
1:45 - 1:50	Small Group Assignments (Secondary Mathematics or Oral and Written Communication)
2:00 - 5:00	Small Group Sessions Group A: Secondary School Mathematics Group B: Oral and Written Communication
5:30 - 6:30	Hospitality/Resource Sharing
	Dinner (on your own)

August 19

8:15 a.m.	Continental Breakfast
8:45 - 10:30	Small Group Sessions Group A: Secondary School Mathematics Group B: Oral and Written Communication
10:30 - 10:45	Break (Coffee/Tea/Soda)
10:45 - 11:30	Small Group Sessions (continuation)
11:30 - 12:30 p.m.	Panel Discussions and Wrap-up of Small Group Activities
12:30 - 1:30	Lunch
1:30 - 2:45	Developing Action Plans (Large Group Session)
2:45 - 3:00	Break (Coffee/Tea/Soda)
3:00 - 4:00	Small Group Sessions Group A: Implementation and Dissemination of RWR Group B: Teaching and Learning Issues of RWR

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4:00 - 6:00	Action Plan Reports (Large Group Session)

August 20

8:00 - 8:30 a.m.	Continental Breakfast
8:30 - 10:30	Small Group Session (Continuation of Action Plans) Group A: Teaching and Learning Issues and RWP Group B: Implementation and Dissemination of RWR
10:30 - 10:45	Break
10:45 - 12:00	Action Plan Reports
12:00 - 12:30	Evaluation and Wrap-up

Presenters/Consultants/Resource Persons:

Mr. David Holdzkom--Director, RDIS, Co-author RWR: O/WC, Special interests: teaching writing; ESL/bilingual education.

Dr. Donald Rubin--Professor, Language Education Department, University of Georgia, Co-author RWR: O/WC, Special interests: oral communication; evaluation of oral communication.

Dr. E. Jane Porter--Former Ohio SEA employee, Present Educational Consultant, Co-author RWR: O/WC, Special interests: children's literature; the relationship between reading and writing.

Ms. Beverly Bimes--1980 National Teacher of the Year, Teacher of Writing, Hazelwood (Missouri) Schools. Currently on leave to plan a National Master Teacher Education Program, Member of the Consultant Panel for RWR: O/WC, Special interests: teaching writing, staff development.

Dr. Mark Driscoll--RDIS, Author RWR: Elementary School Mathematics and RWR: Secondary School Mathematics, Instructor of Webster College Course "Communication and the Teaching of Mathematics."

Dr. Robert E. Reys--Professor, Mathematics Education, University of Missouri, Member of Consultant Panel for RWR: Secondary Mathematics, Special interests: estimation strategies used by all ages of mathematics learner; uses of calculator in the classroom.

Dr. Mary Grace Kantowski--Professor, Mathematics Education, University of Florida, Member of Consultant Panel for RWR: Secondary Mathematics, Special interests: problem solving strategies; use of the microcomputer to improve the learning of problem solving skills, geometry.

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Appalachia Educational Laboratory and
CEMREL, Inc.

Pre-Assessment Form for August 18-20, 1982, Bi-Regional Conference:
"Research Within Reach: Resouces for School Improvement"
Fort Mitchell, Kentucky

TO: Participants attending the conference on "Research Within Reach: Resources for School Improvment"

MLM
FROM: Merrill L. Meehan, Educational Services office
Ethel M. Parris[illegible]EL Intern, Conference Coordinator

In order to help us design the conference to meet the needs, interests, and experiences of the participants, we would appreciate some background information from you before the conference begins. Please respond to the following questions. Then, put the completed form in the self-addressed envelope and put it in the mail to us. We will aggregate the data to help us "fine-tune" the agenda and, thus, your responses will be confidential. A self-addressed envelope has been enclosed for your convenience. Thank you in advance for helping us plan for a successful conference.

Please check (✓) where appropriate.

1. What is your professional affiliation?

   ___ State Educational Agency
   ___ Intermediate Service Agency (within a state)
   ___ Local Education Agency
   ___ University or College
   ___ Other (please specify) ______________________________

2. What is your primary professional role (51% or more of your time)?

   ___ Curriculum Specialist
   ___ Instructional Specialist
   ___ Dissemination Specialist
   ___ Teacher
   ___ Administrator
   ___ Evaluation/Research Specialist
   ___ Other (please specify) ______________________________

3. Are you familiar with the following Research and Development Interpretation Service (RDIS) Research Within Reach (RWR) documents?

   A. A Research Guide Response to Concerns of Reading Educators ___ Yes ___ No

   B. Research Within Reach: Elementary School Mathematics ___ Yes ___ No

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4. If your response was "yes" to one or both of the above, please tell us how you were made aware of the document(s).

___ An AEL or CEMREL-sponsored publication
___ A state department of education publication
___ A journal, magazine, or professional association publication
___ An AEL or CEMREL-sponsored workshop
___ Personal information from someone
___ A state-sponsored workshop or meeting (please name the state ______________________________)
___ A district-sponsored workshop (please name district ______________________________)
___ Other (please specify) ______________________________

5. Two new Research Within Reach (RWR) document (Oral and Written Communication and Secondary School Mathematics) will be introduced at the Research Within Reach: Resources for School Improvement conference in August. These documents will be the foci of the conference. Please indicate your degree of interest in both of the items (a and b) listed below by using: (1) to identify the most important item (to you), and (2) to identify the next most important item, and (3) to identify the least important item.

a. I would like to become familiar with:

___ The content of RWR: Oral and Written Communication document
___ The content of RWR: Secondary School Mathematics document
___ The content of both documents

b. I am interest in learning how the two new RWR documents can be:

___ Used in the classroom
___ Used for teacher inservice
___ Used for university/college courses
___ Disseminated in my state
___ Disseminated in my intermediate service agency
___ Disseminated in my district

6. State you major reason(s) for planning to attend the Bi-Regional conference.

____

____

____

____

Please return the completed form in the enclosed envelope as soon as possible. Thank you, we look forward to your participant in our conference.

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RESEARCH WITHIN REACH: RESOURCES FOR SCHOOL IMPROVEMENT
Ft. Mitchell, Kentucky
August 18, 19, and 20, 1982

THE RESEARCH WITHIN REACH (RWR) PROCESS:

The Research Within Reach: Oral and Written Communication and the Secondary School Mathematics documents were developed in the same manner as the two previous RWR documents: A Research-Guided Response to Concerns to Reading Educators and Elementary School Mathematics. The writers of these research syntheses began by interviewing teachers, supervisors, and administrators to discover substantive questions they wanted answered. These questions were then taken to carefully selected members of the research community. The information gathered from researchers was summarized and interpreted to provide the best answer research can currently offer. An extentsive review process involving additional members of the research community was used to insure comprehensive coverage of the research literature.

POSSIBLE USES FOR DOCUMENTS:

RWR documents have been used in various settings. A few are listed below:

- RWR can be very useful for inservice education with classroom teachers.
- RWR can be used by information services staffs for answering practitioners requests.
- RWR can be used in training staff members who do not have specific expertise in the content area.
- RWR reference lists can be used as a guide for acquisitions by libraries and teacher centers.
- RWR can be used to help parents understand instructional policies and procedures that are consistent with research findings discussed in the RWR documents.
- RWR can be used in college graduate level courses (preservice teacher education).
- RWR can lend guidance to the selection, evaluation, and enhancement of curriculum programs and products.

CONFERENCE OBJECTIVES:

1. To provide educational practitioners in Appalachia and Midwest states with copies, information, and activities related to the two new Research Within Reach (RWR) documents--oral/written communication and secondary mathematics.

2. To guide educational practitioners in the development of action plans relating to the dissemination of the RWR documents by state education agencies, intermediate service agencies, and local education agencies.

3. To promote contact, interaction, and cooperation among workshop presenters, researchers, participants, and AEL and Midwest Rx staff.

4. To provide members of the R & D community (researcher, presenters, and AEL and CEMREL staff) with information about the oral/written communication, secondary mathematics, and dissemination concerns of participants.

PARTICIPATION:

We encourage participation from administrators, curriculum specialists and teachers who have knowledge and/or need for information in one of the two content areas that will be the topics for this conference. In order to address two different content areas, we will have concurrent small group sessions throughout the conference. Presenters have been selected who can discuss the content of the two documents and demonstrate how the documents can be used in teacher inservice and can be applied to classroom practice. Participants will have an opportunity to interact with the presenters and other participants and to react to the content of the documents.

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Appendix D

Participants' Workshop Packet

AEL

CEMREL, Inc.

Research Within Reach: Resources for School Improvement

Objectives

1. To provide educational practitioners in Appalachia and Midwest states with copies, information, and activities related to the two new ***Research Within Reach (RWR)*** documents–oral/written communication and secondary mathematics.
2. To guide educational practitioners in the development of action plans relating to the dissemination of the ***RWR*** documents by state education agencies, intermediate service agencies, and local education agencies.
3. To promote contact, interaction, and cooperation among workshop presenters, researchers, participants, and AEL and Midwest Rx staff.
4. To provide members of the R & D community (researchers, presenters, and AEL and CEMREL staff) with information about the oral/written communication, secondary mathematics, and dissemination concerns of participants.

* *

Program Description

The Research Within Reach (RWR) Process

The ***Research Within Reach: Oral and Written Communication*** and the ***Secondary School Mathematics*** documents were developed in the same manner as the two previous ***RWR*** documents: ***A Research-Guided Response to Concerns to Reading Educators*** and ***Elementary School Mathematics.*** The writers of these research syntheses began by interviewing teachers, supervisors, and administrators to discover substantive questions they wanted answered. These questions were then taken to carefully selected members of the research community. The information gathered from researchers was summarized and interpreted to provide the best answer research can currently offer. An extensive review process involving additional members of the research community was used to insure comprehensive coverage of the research literature.

Possible Uses for Documents

RWR documents have been used in various settings. A few are listed below:

- ***RWR*** can be very useful for inservice education with classroom teachers.
- ***RWR*** can be used by information services staffs for answering practitioners' requests.
- ***RWR*** can be used in training staff members who do not have specific expertise in the content area.
- ***RWR*** reference lists can be used as a guide for acquisitions by libraries and teacher centers.
- ***RWR*** can be used to help parents understand instructional policies and procedures that are consistent with research findings discussed in the ***RWR*** documents.
- ***RWR*** can be used in college graduate level courses (preservice teacher education).
- ***RWR*** can lend guidance to the selection, evaluation, and enhancement of curriculum programs and products.

Participation

We encourage participation from administrators, curriculum specialists and teachers who have knowledge and/or need for information in one of the two content areas that will be the topics for this conference. In order to address two different content areas, we will have concurrent small group sessions through the conference. Presenters have been selected who can discuss the content of the two documents and demonstrate how the documents can be used in teacher inservice and can be applied to classroom practice. Participants will have an opportunity to interact with the presenters and other participants and to react to the content of the documents.

AVAILABLE

AEL Regional Exchange State Contact Persons and State Consultants

The AEL-Rx staff works closely with state departments of education personnel to foster school improvement via the dissemination of R & D-based materials. The following is a listing of the state contact persons and AEL-Rx state consultants.

State Contact Person	State Consultant
Alabama	
Dr. Meade Guy Department of Education Montgomery, Alabama 36130 205/832-5509	Dr. Mabel C. Lee 304/347-0415
Florida	
To Be Announced	Dr. James McGeever 304/347-0427
Georgia	
Dr. Jess Pat Elliott Department of Education Atlanta, Georgia 30334 404/656-2402	Mr. Thomas Ryan 5 Nelson Street Rockville, Maryland 20850 301/424-0509
Kentucky	
Dr. Donald B. Hunter Department of Education Frankfort, Kentucky 40601 502/564-3010	Dr. Mabel C. Lee
North Carolina	
Dr. Ione Perry Department of Public Instruction Raleigh, North Carolina 27611 919/733-7018	Ms. Sandra Orletsky 304/347-0421
Ohio	
Dr. Karen Scheid Department of Education Columbus, Ohio 43215 614/466-9189	Dr. James McGeever
Pennsylvania	
Mr. Joseph F. Bard Department of Education Harrisburg, Pennsylvania 17108 717/787-4860	Dr. Merrill Meehan 304/347-0412
South Carolina	
Dr. Al Evans Department of Education Columbia, South Carolina 29201 804/758-2301	Dr. Joe Shively 304/347-0414
Tennessee	
Dr. George Malo Department of Education Nashville, Tennessee 37219 615/741-7816	Dr. Mabel C. Lee
Virginia	
Dr. Mary Lovern Department of Education Richmond, Virginia 23216 804/225-2103	Mr. Thomas Rya[illegible]
West Virginia	
Dr. Joseph C. Basile, II Department of Education Charleston, West Virginia 25305 304/348-2703	Dr. Merrill Meehan

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Regional Exchange
Post Office Box 1348
Charleston, West Virginia 25325

The Appalachia Educational Laboratory, Inc., is a private, nonprofit corporation created to conduct educational research and development. AEL is an Equal Opportunity/Affirmative Action Employer.

Bi-Regional Conference Agenda
Research Within Reach: Resources for School Improvement
AEL and CEMREL, Inc.
Drawbridge Inn Motel/Convention Center
Ft. Mitchell, Kentucky
August 18, 19, and 20, 1982

August 18

11:00 a.m.-12:30 p.m.	Registration	*Motel Lobby*
12:30-1:00	Greetings and Introduction Dr. Jack Sanders, Director, Educational Services Office, Appalachia Educational Laboratory (AEL) Ms. Carol Thomas, Director, Midwest Regional Exchange, CEMREL, Inc. Ms. Sandra Orletsky, Assistant Director, Educational Services Office, AEL	*Monks Hall*
1:00-1:30	Overview of Research Within Reach Mr. David Holdzkom, Director, Research and Development Interpretation Service, CEMREL, Inc.	
1:30-1:45	Conference Plan and Small Group Assignments Dr. Merrill Meehan, Educational Research and Development Specialist, Educational Services Office, AEL	
1:45-2:00	Move to small group session rooms	
2:00-5:00	Small Group Sessions	*Lance Room, Fox Hound Roo* *Sheild Room*
	Group A: Secondary School Mathematics Consultants: ● Dr. Mark Driscoll ● Dr. Mary Grace Kantowski ● Dr. Robert Reys	
	Group B: Oral and Written Communication Consultants: ● Ms. Beverly Bimes ● Mr. David Holdzkom ● Dr. Jane Porter ● Dr. Donald Rubin	*Monks Hall* *Ploughman Hall*
5:30-6:30	Hospitality/Resource Sharing	*AEL Suite*
	Dinner (on your own)	

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August 19

8:15-8:45 a.m.	Continental Breakfast	*Monks Hall*
8:45-10:30	Small Group Sessions Group A: Secondary School Mathematics Group B: Oral and Written Communication	*Lance Room, Beowulf Room Ivanhoe Room* *Monks Hall Ploughman Hall*
10:30-10:45	Break (Coffee/Tea/Soda)	
10:45-11:30	Small Group Sessions (continuation) Please refer to supplementary agendas	
11:30-12:30 p.m.	Panel Discussions and Wrap-up of Small Group Activities	
	Group A: Secondary School Mathematics Ms. Alfreda Brown, Project Coordinator CEMREL	*Ploughman Hall*
	Group B: Oral and Written Communication Ms. Ethel M. Parris, AEL Intern, Conference Coordinator	*Monks Hall*
12:30-1:30	Lunch (on your own)	
1:30-2:30	Developing Action Plans (Large Group)	*Monks Hall*
	"Studies of Previous RWR Dissemination" Alfreda Brown, CEMREL	
	"What Research Says about Effective Inservice" Carol Thomas, CEMREL	
	"Creative RWR Dissemination Strategies" Sandy Orletsky, AEL	
	"Expected Outcomes of Action Plan Work Sessions" Merrill Meehan, AEL	
2:30-4:30	Action Plan Worksessions	
	Group A: Implementation and Dissemination of RWR Publications	*Monks Hall Beowulf Room*
	Resource Persons: David Holdzkom Nellie Harrison Carol Thomas Sandy Orletsky Merrill Meehan Jim McGeever	

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	Group B: Teaching and Learning Issues of RWR	Ploughman Room Ivanhoe Room
	Resource Persons: Beverly Bimes Mary Grace Kantowski Jane Porter Robert Reys Donald Rubin	
(3:30-3:45)	(Break Coffee/Tea/Soda)	
4:30-5:30	Action Plan Progesss Reports, Large Group Mabel C. Lee, AEL	Monks Hall
August 20		
8:00-8:30 a.m.	Continental Breakfast	Monks Hall
8:30-10:30	Small Group Session (Continuation of Action Plans)	
	Group A: Teaching and Learning Issues and RWR	Ploughman Hall Ivanhoe Room
	Resource Persons: Beverly Bimes Mary Grace Kantowski Jane Porter Robert Reys Donald Rubin	
	Group B: Implementation and Dissemination of RWR	Monks Hall Beowulf Room
	Resource Persons: David Holdzkom Nellie Harrison Carol Thomas Sandy Orletsky Merrill Meehan Carolyn Luzader	
10:30-10:45	Break (Coffee/Tea/Soda)	
10:45-12:00	Action Plan Reports Facilitator: Carol Thomas	Monks Hall
12:00-12:30	Evaluation and Wrap-up Facilitator: Sandy Orletsky	Monks Hall

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Appalachia Educational Laboratory

CEMREL, Inc.

Participant List
Research Within Research: Resources for School Improvement

Ft. Mitchell, Kentucky
August 18, 19, and 20, 1981

ALABAMA

Ms. Maureen Cassidy
Alabama Information and
Development System (AIDS)
Department of Education
State Office Building
Montgomery, AL 36130

Dr. Meade Guy, Director
Alabama Information and
Development System (AIDS)
Department of Education
State Office Building
Montgomery, AL 36130

FLORIDA

Dr. Jim Crosier, Administrator
Program Assistance Section
Department of Education
Knott Building
Tallahassee, FL 32301

GEORGIA

Dr. William Hammond
Georgia Department of
Education
Twin Towers East
19th Floor
205 Butler Street
Atlanta, GA 30331

Mrs. Roberta Strong
Manual County Board of
Education
P. O. Box 992
Swingsboro, GA 30401

ILLINOIS

Dr. Shirley M. Menendez
1105 East Fifth Street
Metropolis, IL 62960

IOWA

Ms. Lory N. Johnson
Consultant in Language Arts
Iowa Department of Public
Instructions
Grimes State Office Building
Des Moines, IA 50319

KENTUCKY

Ms. Doris Butler
95 Circle Drive, Apt. 20
Florence, KY 41042

Mr. Joe Clark
Director of Staff Development
Bureau of Instruction
Department of Education
Frankfort, KY 40601

Mrs. Grace Franks
7239 Turfway Road, Apt. 11
Florence, KY 41042

Ms. Sue Gill
549 Grantchester
Lexington, KY 40505

Ms. Ann Hager
2210 Sheffield
Louisville, KY 40202

Ms. Jian Lassetta
2003 Pieck
St. Wright, KY 41042

Dr. Dennis Lacy
Assistant Superintendent
Warren County Schools
Bowling Green, KY 42101

Ms. Joyce Mosher
104 Hughes Avenue
Berea, KY 40403

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OHIO (continued)

Ms. Kathleen Hellman, Teacher Specialist
Cincinnati Public Schools
Education Center
230 East 9th Street
Cincinnati, OH 45202

Dr. James Jacobs, Superintendent
Cincinnati Public Schools
Education Center
230 East 9th Street
Cincinnati, OH 45202

Mr. Mark Lentz
Ohio Department of Education
Office of In-service Education
Room 416
Columbus, OH 43215

Dr. James Morgan, Assistant Director
Planning and Development
Cincinnati Public Schools
Education Center
230 East 9th Street
Cincinnati, OH 45202

Ms. Lorita Myles
Ohio Department of Education
65 South Front Street, Room 802
Columbus, OH 43215

Ms. Mary Olds
Trumble County Schools
P. O. Box 1310
Warren, OH 44482

Ms. Cathy Petrosky, Project Director
Gifted and Talented
Cincinnati Public Schools
Education Center
230 East 9th Street
Cincinnati, OH 45202

Ms. Patricia Rice, Project Director
Written Compositions
Cincinnati Public Schools
Education Center
230 East 9th Street
Cincinnati, OH 45202

OHIO (continued)

Mr. Walter Richardson
Director Compensatory
Instruction
Columbus Public Schools
270 East State Street
Columbus, OH 43215

Ms. Lynn Smith, Project Director
Content Reading Program
Cincinnati Public Schools
Education Center
230 East 9th Street
Cincinnati, OH 45202

Mrs. Ruth Wernerbach
Director of Instruction Services
Cincinnati Public Schools
Education Center
230 East 9th Street
Cincinnati, OH 45202

PENNSLVANIA

Dr. James W. Hanna
1977 Broad Street
Washington, PA 15301

Mr. John L. Meehan
Pennsylvania Department of
Education
Box 911
333 Market Street
Harrisburg, PA 17108

SOUTH CAROLINA

Mr. Jim Wilhide, Consultant
Language Arts
Department of Education
801 Rutledge Building
Columbia, SC 29201

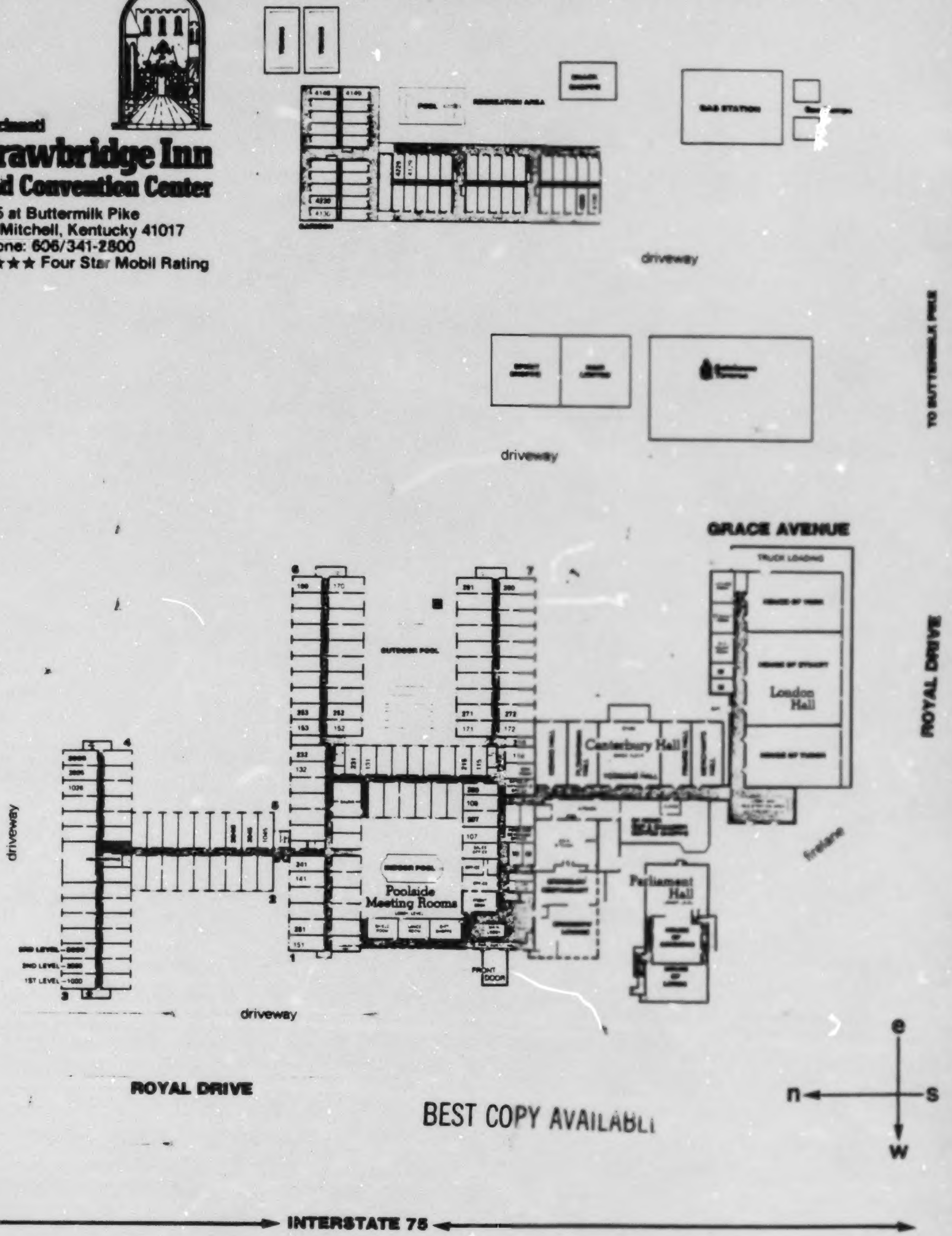
Ms. Evelyn Cunningham
Mathematics Consultants
Department of Education
801 Rutledge Building
Columbia, SC 29201

Cincinnati

Drawbridge Inn

and Convention Center

I-75 at Buttermilk Pike
Ft. Mitchell, Kentucky 41017
Phone: 606/341-2800
★★★★ Four Star Mobil Rating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Research Within Reach Conference

Small Group Session: Secondary School Mathematics

August 18, 1982 - 2:00 p.m. - 5:00 p.m.

2:00 - 3:00 p.m.	Microcomputer (* or -) Mary Grace Kantowski	Facilitators: Joe Shively Alfreda Brown Room: Lance Room
	Calculators (+) Mark Driscoll	Facilitator: Jim McGeever Room: Fox Hound Room
	Estimation/Prerequisites (=) Robert Reys	Facilitator: Mabel Lee Room: Shield Room
3:00 - 5:00 p.m.	Geometry (green) Mary Grace Kantowski	Facilitator: Joe Shively Room: Lance Room
	Problem Solving I (red) Mark Driscoll	Facilitator: Jim McGeever Room: Fox Hound Room
	Proof (blue) Robert Reys	Facilitator: Mabel Lee Room: Shield Room

August 19, 1982 - 8:45 a.m. - 11:30 a.m.

8:45 - 10:30 a.m.	Microcomputer (+ and =) Mary Grace Kantowski	Facilitators: Joe Shively Carol Thomas Room: Lance Room
	Algebra (*) Mark Driscoll	Facilitator: Carolyn Luzad Room: Beowulf Room
	Individual Differences (-) Robert Reys	Facilitator: Jim McGeever Room: Ivanhoe Room
10:30 - 10:45 a.m.	Break	
10:45 - 11:30 a.m.	Problem Solving II (green) Mary Grace Kantowski	Facilitator: Joe Shively Room: Lance Room
	Teacher Effectiveness (red) Mark Driscoll	Facilitator: Mabel Lee Room: Beowulf Room
	Communicating Mathematics (blue) Robert Reys	Facilitator: Jim McGeever Room: Ivanhoe Room

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Research Within Reach Conference

Small Group Session: Oral and Written Communication

August 18, 1982 - 2:00 p.m. - 5:00 p.m.

2:00 p.m. - 5:00 p.m. Group I: David Holdzkom and Jane Porter
Facilitator: Ethel Parris Room: Monks Hall

The Writing Process
The Role of Grammer
Oral/Written Communication across the Curriculum

Group II: Beverly Bimes and Donald Rubin
Facilitator: Alfreda Brown Room: Ploughman Hall

Evaluating Writing Skills
Evaluating Oral Skills
Teacher Behavior to Enhance Communication

August 19, 1982 - 8:45 a.m. - 11:30 a.m.

8:45 a.m. -11:30 a.m. Group I: Beverly Bimes and Donald Rubin
Facilitator: Alfreda Brown Room: Ploughman Hall

Evaluating Writing Skills
Evaluating Oral Skills
Teacher Behavior to Enhance Communication

Group II: David Holdzkom and Jane Porter
Facilitator: Ethel Parris Room: Monks Hall

The Writing Process
The Role of Grammer
Oral/Written Communication across the Curriculum

Research Within Reach Conference

Group Assignment Instructions

Grouping:

1. Pre-grouping is recommended. But, we don't know about job affiliation from the pre-registration information.

2. Oral/Written Communication:
   Participants in the Oral/Written Communications group will divide into two sub-groups. If there is a "I" on your name tag, stay right here in Monks Hall for the Writing Processes, etc. session. If there is a "II" on your name tag, go to Ploughman Hall, which is the adjoining room, for Evaluation, etc. You will stay in those rooms throughout the afternoon. Tomorrow, you will switch, going to the other room (see Supplemental Agenda).

3. Mathematics:
   The math grouping is a 2-tiered system. Not everyone will be able to attend every session.

   The math group is divided according to two systems. On your name tag, you will find a colored dot and a symbol (*, -, +, =). Session I on August 18, 1982, 2:30 p.m. - 3:30 p.m., will divide according to symbols. For Session I those with an asterisk or minus symbol on their name tags will go to the Lance Room, for Microcomputers. Participants with "+" on their tags will go to the Fox Hound Room, for Calculators. Participants with "=" on their tags will go to the Shield Room for Estimation.

   Session II (3:30 p.m.) will divide according to colors. Participants with green dots will go to the Lance Room for Geometry; participants with red dots will go to the Fox Hound Room for Problem Solving I; and participants with blue dots will go to the Shield Room for Proof.

   Session III (tomorrow morning) will be divided as follows: participants with "+" and "=" will go to the Lance Room for Microcomputers; participants with asterisks will go to the Beowulf Room for Algebra; and participants with a "-" symbol will go to the Ivanhoe Room for Individual Differences.

   Session IV will use the color system again. Green dots will go to the Ivanhoe Room for Communicating Math; red dots will go to the Lance Room for Problem Solving II; and blue dots will go to the Beowulf Room for Teacher Effectiveness.

4. Get it? Got it? Good! All questions will be answered on Saturday!

Appendix E

Dissemination Plan Handouts

Guidelines for Research Within Reach
Dissemination Plan

1. What is the overall rationale and goals of your dissemination plan? What are the specific objectives of the plan? What do you intend to accomplish? How will things be different?

2. Who is the target audience? What are their roles? With whom do they interact? Who is most affected by what they do? How would you say they will use the Research Within Reach document?

3. What is the time limit/duration of your dissemination plan and/or specific activities?

4. What are the activities that will contribute toward meeting the objectives of your plan. What is the descriptive flow/sequence of these activities?

5. What key resources can you identify that will be needed in designing your dissemination strategies? What are the material resources (bibliographies, summaries, inservice materials, awareness flyer, etc.) that are required for your specific strategies? What human resources can be identified to contribute to specific activities. What person is responsible for seeing that the activity is implemented?

6. What are the outcomes of your activities? For example, is your desired level of impact at the awareness, involvement, commitment, action plan, or internalization level? Do you want a change in knowledge, behavior, or attitudes? Are your desired outcomes tied to the objectives of the plan?

7. How will you determine if your plan has been effective? What type of follow-up with the target audience is appropriate? What evaluation activities are necessary?

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RWR Dissemination Plan

Name: ______________________________

Agency: ______________________________

RWR Document Title: ____________________

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: ______________________________

Agency: ______________________________

RWR Document Title: ______________________

Title of Activity:

Target Group(s):

Outcome(s):

Desired Level of Impact:	____ Awareness	Desired Level of Change:	____ Knowledge
	____ Involvement		____ Behavior
	____ Committment		____ Attitudes
	____ Action Plan		
	____ Internalization		

Describe Change(s):

Kind and Length of Activity:

Descriptive Flow:

Descriptive Flow (continued):

Potential Resources:

Evaluation:

Appendix F

Post-Workshop Letter to Participants

Appalachia
Educational
Laboratory

December 1983

Dear :

It hardly seems possible that more than three months have passed since the Research Within Reach: Resources for School Improvement conference was completed in Fort Mitchell, Kentucky. This letter and enclosures will serve to catch up on the steps necessary to complete the final report for FY 82 and also prepare for the FY 83 dissemination of the two Research Within Reach (RWR) publications.

Enclosed please find the two final participants lists. One list is of participants primarily involved with the RWR: Oral and Written Communications documents while the second list is of participants primarily interested in the RWR: Secondary School Mathematics document. I hope you find these participants list useful.

The other enclosures deal with your Research Within Reach Dissemination Plan. Your original, handwritten plan along with two copies of the typed version are included. In a few cases, we took the liberty to change the format slightly (but not the content). You will notice that neither you nor your agency has been identified by name on the plan. This is because it is my feeling that our funding agency has no need to know specifically who developed the plan and for what agency as much as they may need to know that a set of plans from different level agencies were produced at the RWR conference. Of course, I have the master list of number-name connections, but it will not be included in the final report.

Now comes your part. I would like you to review your RWR dissemination plan in detail and make any corrections/changes/revisions/improvement you deem necessary. Please make you changes in red ink on one of the typed copies and mail it back to me in the self-addressed envelope. We will retype your corrected RWR Dissemination Plan and include it in our final report. In looking over your original RWR Dissemination Plan, you may want consider inserting the actual number of RWR documents needed to carry out your plan. I suggest this for three reasons: (1) not many RWR Dissemination Plans, as originally prepared, included the number of documents needed; (2) the RWR: Oral and Written Communication document has been published and is available now for disseimination, and (3) the AEL state contact person in your state will be expected to assist in the RWR document dissemination during FY 83.

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Appalachia Educational Laboratory, Inc.
1031 Quarrier Street/P.O. Box 1348 • Charleston, West Virginia 25325 • (304) 347-0400
An Affirmative Action/Equal Opportunity Employer

Thank you for attending to this request. If I don't receive a corrected RWR Dissemination Plan from you before the end of this calendar year, I'm going to assume that it is OK as typed and you have no corrections.

Yours truly,

Merrill L. Meehan
Educational Research and
Development Specialist

MLM:vsn
SRO

Enclosures

Apppendix G

Participants' Final Dissemination Plans

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #1

Agency: State Education Agency

RWR Document Title: NA

Title of Activity: Strategy for Developing Dissemination Plan

Target Group(s): Key SDE staff members

Outcome(s): Dissemination plan

Desired Level of Impact: Awareness, Involvement, Commitment, Action Plan, Internalization

Desired Level of Change: Knowledge, Behavior, Attitudes

Describe Change(s): Want key SDE staff members to assist in development and implementation of an effective dissemination plan.

Kind and Length of Activity: Orientation session for selected SDE staff and formation of representative planning group which will assume responsibility for developing departmental dissemination plan (6-8 weeks).

Descriptive Flow:

Identify staff members who should be involved in orientation and plan effective session to introduce RWR material. (Use appropriate information presented by Alfreda and Carol). Provide time for interaction and assess extent of participants' interest in developing dissemination plan. If reaction is +, form representative dissemination planning group (volunteers if possible)--coordinate planning group meetings as needed to achieve objective. Report planning group activities and share draft plan with all who attended orientation for reaction (suggestions for improvement, questions, comments, etc.). Implement plan.

Potential Resources:

RWR publications

Staff time

Reproduction capabilities

Meeting space

Relevant information and materials as appropriate

Audiovisuals

Evaluation:

Documentation of meetings

Active dissemination planning group formed

Fully developed written dissemination plan

Planning group will be involved in developing procedure for evaluating dissemination (who receives, how many of which RWR materials, when, for what purpose, etc.) and use (e.g., what happens to materials after they are received?--what evidence is there that teachers are using the

RWR Dissemination Plan

Name: #1

Agency: State Education Agency

RWR Document Title: NA

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up
Need to develop a dissemination plan for the SDE in order to maximize use of RWR materials by teachers for the purpose of improving teacher effectiveness. The ultimate goal is improved teaching and learning.	Key SDE staff members (e.g., staff development, division of instruction, basic skills teams, Title I, division of audits (program and management)	6-8 weeks October-November	Strategy for developing dissemination plan	Staff time RWR materials Audiovisuals	Departmental dissemination plan	Determine if plan is being used. Assess effectiveness in terms of dissemination and use. Secure input and feedback from those disseminating and those receiving materials. Be prepared to revise.

RWR Dissemination Plan

Name: #2

Agency: Local Education Agency

RWR Document Title: Research Within Reach: Oral and Written Communication/Secondary Mathematics

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up
Awareness	Principals	1½ hour meeting	1. Multimedia presentation 2. Distribution of RWR documents 3. Questions and answers	1. RWR documents 2. Media equipment 3. RWR workshop participants	1. Knowledge of key contents of RWR documents 2. Willingness to distribute documents to faculty	A survey of distribution activity one month after the awareness meeting
Awareness	Teachers	1½ hour meeting	Same as above	Same as above	1. Same as 1 above 2. Willingness to study the documents	A survey to find volunteers for indepth workshops.
Awareness	Teachers	One day workshop	1. Study of RWR documents 2. Small group discussions 3. Development of action plans	1. RWR documents 2. RWR workshop participants 3. Cincinnati wiring project, 7-12/TOPS project	1. Action plans 2. Improve instruction (writing or mathematics	1. Ongoing consultation 2. Assessment of students' skills

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #2

Agency: Local Education Agency

RWR Document Title: Research Within Reach: Oral and Written Communication

Title of Activity: Oral and Written Communication Research Awareness

Target Group(s): Content Reading, Middle School Workshops

Outcome(s): Teacher awareness of the document and its relationship to the Cincinnati Schools' Writing Project

Desired Level of Impact:

X **Awareness**
____ **Involvement**
____ **Committment**
____ **Action Plan**
____ **Internalization**

Desired Level of Change:

X **Knowledge**
____ **Behavior**
____ **Attitudes**

Describe Change(s): Awareness of the existence of the document, its support of the local Writing Project, and the way the topic of oral and written communication fits into a content reading program.

Kind and Length of Activity:

One hour, 15 minutes

Descriptive Flow:

1. Administer pre-test
2. First 10 minutes: background of CEMREL and purpose of document.
3. Relationship of content reading methods and materials to oral and written communication skills--15 minutes, including sample study guides.
4. 15 minutes--Writing Project staff member summarizes the major points covered in the document.
5. 15 minutes--Writing Project staff member explains the purposes, materilas, and procedures involved in the project's inservice training.
6. Group participates in an exercise demonstration of the ideas in both the document and the Writing Project (i.e., sentence combining)--15 minutes.
7. Sign up sheets for more information on Writing Project and post-test administered--5 minutes.

Descriptive Flow (continued):

Potential Resources:

1. Writing Project staff member
2. Principal, department heads (who have already had an awareness session)
3. Writing Project brochures and sample materials
4. Research Within Reach: Oral and Written Communication
5. Sample study guides utilizing oral and written activities for students

Evaluation: Pre-post awareness checksheet

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #2

Agency: Local Education Agency

RWR Document Title: Research Within Reach: Secondary Mathematics

Title of Activity: Awareness Meeting

Target Group(s): Middle School and Secondary Principals

Outcome(s): To make principals aware of the key concepts of the document and involve them in the further distribution of materials.

Desired Level of Impact:
[✓ **Awareness**]
[✓ **Involvement**]
Committment
Action Plan
Internalization

Desired Level of Change:
[✓ **Knowledge**]
Behavior
Attitudes

Describe Change(s): Principals will become aware of current research in secondary mathematics issues.

Kind and Length of Activity: 1½ hour meeting; multimedia presentation of the document.

Descriptive Flow:

The Assistant Superintendent of Instruction will call a meeting of the principals at which participants of the RWR workshop will present a review of the document. Copies of the document will be distributed to the principals. A question and answer period will follow.

Principals will be requested to give the document to their department chairpersons who will share the document with teachers in their departments.

Descriptive Flow (continued):

Potential Resources:

- Board of Education Goals 1982-83
- RWR participants
- Displays of TOPS
- Teachers who participated in TOPS
- Supervisors
- TOPS staff

Evaluation: Pre-post awareness test

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #2

Agency: Local Education Agency

RWR Document Title: Research Within Reach: Oral and Written Communication

Title of Activity: Awareness Meeting

Target Group(s): Principals--middle school, junior high, and high school

Outcome(s): To make principals aware of the key contents of the document and involve them in disseminating the document to their English teachers.

Desired Level of Impact:	X	**Awareness**	**Desired Level of Change:**		**Knowledge**
	X	**Involvement**			**Behavior**
		Committment			**Attitudes**
		Action Plan			
		Internalization			

Describe Change(s): Principals will become aware of working research.

Kind and Length of Activity: 1½ hour meeting; multimedia presentation of document.

Descriptive Flow:

The Assistant Superintendent of Instruction will call a meeting of the principals at which the participants of the RWR workshop will present an overview of the document. Copies of the document will be distributed to the principals. A question and answer period will follow.

Principals will be requested to give the documents to their department chairpersons who in turn will be requested to share the documents with teachers in their English departments.

Descriptive Flow (continued):

Potential Resources:

Board of Education Goals 1982-83
RWR participants
Videotapes
Display of the Writing Project and TOPS materials
Supervisors, the Writing Project staff, and TOPS staff

Evaluation: Pre-post awareness test.

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #2

Agency: Local Education Agency

RWR Document Title: Research Within Reach: Oral and Written Communication

Title of Activity: Writing Inservice

Target Group(s): Secondary English Teachers, Goals 7-12

Outcome(s): To improve students writing skills by improving composition instruction.

Desired Level of Impact:	X	**Awareness**	**Desired Level of Change:**	X	**Knowledge**
	X	**Involvement**		X	**Behavior**
	X	**Committment**		X	**Attitudes**
	X	**Action Plan**			
	X	**Internalization**			

Describe Change(s): To introduce teachers to writing research and theory; to enable teachers to implement a variety of writing activities and instructional strategies; to provide support services for teachers as they implement the new strategies.

Kind and Length of Activity: (1) 20 hour follow-up workshop for teachers who participated in the 1982 Writing Project Workshop, (2) 10 hour writing workshop offered __________ staff development __________, (3) Writing inservice workshops presented in middle schools, __________ __________ at high schools throughout the district.

Descriptive Flow:

The Writing Project will offer writing workshops for secondary English teachers in the district during the school year 1982-83. At the inservice described above, we will use the document as a key resource to the training modules developed for the inservice. The document will be distributed as a resource to teachers participating in the inservice.

Descriptive Flow (continued):

Potential Resources:

The Writing Project staff

Evaluation:

1. Pre/post writing samples will be collected for the Writing Project teachers participating in the 20 hour follow-up inservice. The Writing Project will monitor their teaching and will evaluate pre and post writing samples. We will administer the ____________________ (____________________) and will give another assignment which we will evaluate ________________.
2. Pre-post content tests will be administered. Pre-post ________________ scales.
3. Same as above.

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #3

Agency: Local Education Agency

RWR Document Title: Research Within Reach: Oral and Written Communication

Title of Activity: North Central Association Evaluation

Target Group(s): Language Arts teachers in all 15 high schools

Outcome(s):

Desired Level of Impact:

X Awareness
X Involvement
X Committment
X Action Plan
___ Internalization

Desired Level of Change:

___ Knowledge
X Behavior
___ Attitudes

Describe Change(s): More effective techniques employed in teaching of writing at the high school level.

Kind and Length of Activity: School self evaluation in language arts only followed by team visitations--one year.

Descriptive Flow: North Central procedures already established in detail.

Descriptive Flow (continued):

Potential Resources: Budget already established to accomodate all aspects of evaluation. Cannot predict what additional resources will be necessary as a result of the North Central Evaluation.

Evaluation: Sample observational survey to note change in language arts teachers' instructional behavior.

RWR Dissemination Plan

Name: #3

Agency: Local Education Agency

RWR Document Title: Research Within Reach: Oral and Written Communication

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up
1. Inform following of document's content: a. Appropriate C & I staff b. Principals c. Teachers d. School Board	Indicated on goal statements	1. Complete by Jan. 1, 1983	1. Reproduce and distribute copies, inservice, summary report, Q & A technique, videotape, North Central evaluation		1. Report reproduction, inservice time, consultants, videotape	1. Sample survey of groups identified
2. Implement document's content with appropriate C & I staff, principals, and language arts teachers		2. Sept. 1, 1983 thru June 1, 1984	2. Techniques in 1 above plus follow-up at local school level		2. 1 above plus consent of labor and organizing groups	2. Sample survey of language arts teachers
3. Improve writing performance of students		3. June 1, 1984 and continuing	3. 1 and 2 above plus home communication		3. 1 and 2 above plus home support	3. Improved performance on standardized tests and writing competency standard for graduation

RWR Dissemination Plan

Name: #4

Agency: State Education Agency

RWR Document Title: Research Within Reach: Oral and Written Communication

I. Desired Outcome

To have at least ten (10) persons located in the four class regions across the state available to train teachers in specific strategies (from the document) which they could employ within their classroom toward student improvement in oral and written communication skills.

II. Goal

To train one-hundred (100) trainers in the use of the materials and how to train teachers to make use of specific elements found in the document toward improving student skills in oral and written communications.

III. Target Audience

Representatives from the state associations in oral and written communications.

IV. Activities	V. Time Frame
A. Establish Agreements with the Associations to (1) identify representatives within the four regions, (2) agree to provide awareness information about the trainers and their ability to provide training to teachers, and (3) to provide information about the document and its utility to person's working in the area of oral and written communication, indicating how one can acquire the document via the trainers.	February 1983
B. Provide training to Association representatives utilizing modified versions of the process used in the August 18-20 Research Within Reach Conference.	March 1983

IV. Activities (cont'd.)	V. Time Frame (cont'd.)
C. Develop plan to hold four regional awareness-level workshop for LEA's about the trainers and the materials.	April 1983
D. Conduct four regional workshops	May 1983
E. Based upon four regional workshop, plan for indepth three-day training to take place within school districts.	June 1983
F. Provide individual district training	July-August 1983
G. Provide follow-up system to teachers within the classroom.	FY 1983-84

Assumptions:

1. SDE would provide documents for Association representatives who participate in the trainers sessions.
2. The trainers would be available to assist and provide ongoing support to local districts.
3. Local districts would purchase necessary copies, provide release teacher time, and support onsite monitoring of the implementation of strategies.

VI. Key Resources

A. Research Within Reach: Oral and Written Communication.

B. Representatives from the State Associations in oral and written areas.

C. State Department Specialists in oral and written communications.

VII. Evaluation

Although evaluation will take place at each activity level, the impact of this plan will be determined by the level of implementation that each participating teacher actually employs specific strategies at a satisfactory level with the classroom as determined by he/she and the assigned trainer.

Internalization Activities: Request that users provide feedback (or evaluation) on the quality of the document and the ways the document was used.

Expected Outcomes

1. Curriculum directors and other instructional implementors will be made aware of this document and devise ways to disseminate information to teachers and other appropriate audience.
2. The quality and quantity of staff development activities in O/WC will improve in LEA's and at the CESA level.

Follow-up: Limited visiting of O/WC sites will be made to assess the impact of the document on (1) teacher instruction, and (2) impact on curriculum planning.

RWR Dissemination Plan

Name: #5

Agency: State Education Agency

RWR Document Title: Research Within Reach: Oral and Written Communication

Target Groups: Curriculum directors, language arts supervisors, CESA language arts consultants

Awareness Activities

1. Announce that new publication (RWR: O/WC) is available through a variety of sources:
    a. State Department Information and Publications Office
    b. Division newsletter
    c. State professional organization (GCTE, GCIRA) newsletters and publications
    d. State GETV information bulletin board
    e. Memorandum to selected curriculum leaders
    f. Various professional organizations, meetings, and conferences
2. Explore possibilities of a teleconference on various aspects (questions) addressed in the document (through the GETV network).
3. Provide copies of RWR: O/WC to selected populations and to state library and curriculum labs in colleges and universities.

Commitment/Involvement Activities

1. Determine whether any of the target groups might be interested in reprinting other copies of the document.
2. Explore whether other agencies (GAE, PDK, GACIS, GASCD, GAEL, state college or university, press, CESA) would consider an additional reprint.
3. Establish a "check-out" on loan system for a limited number of copies of the document for selected groups in the Division of Curriculum Services and State Library.
4. Develop white paper (position papers) from the questions in the document for dissemination to LEA's.

RWR Dissemination Plan

Name: #6

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up

Based on the availability of copies of the document, I would like to conduct the following types of activities:

1. Inform Department staff about the document and enlist their support.
2. Conduct regional conference for our district level language art supervisors and consultants and college professors.
3. Offer programs for principals.
4. Provide sessions at the conferences of the Teachers of English, IRA, and ASCD.
5. Provide information for newsletters of Teachers of English, IRA, and ASCD.
6. Provide a teleconference for teachers and administrators, using facilities of our ETV network.
7. Provide sessions for SDE writing conference and summer courses.
8. The document will be used for inservice programs at the district and school levels.

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #6

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity:

Staff development program for introducing RWR Oral/Written Communication

Target Group(s):

District level language arts supervisors, principals, and teachers.

Outcome(s):

Desired Level of Impact:

X **Awareness**
X **Involvement**
X **Committment**
Action Plan
Internalization

Desired Level of Change:

X **Knowledge**
X **Behavior**
X **Attitudes**

Describe Change(s):

Kind and Length of Activity:

1/2 hour teleconferences, half day meetings, and sessions at conferences.

Descriptive Flow:

See other sheet.

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: # 7

Agency: State Education Agency

RWR Document Title: Oral/Written Communication/Secondary Mathematics

Title of Activity: Implication of RWR

Target Group(s): Mathematics Resource Persons in each of the State's 145 school districts.

Outcome(s):

Desired Level of Impact:	X	**Awareness**	**Desired Level of Change:**	X	**Knowledge**
	X	**Involvement**			**Behavior**
		Committment		X	**Attitudes**
		Action Plan			
	X	**Internalization**			

Describe Change(s):

(1) Change in knowledge level of how research can help determine better ways to teach certain math concepts; (2) change attitudes toward research in general and toward students/math. as a result of research findings.

Kind and Length of Activity:

Not determined at this point.

Descriptive Flow:

Same as above.

Descriptive Flow (continued):

Potential Resources:

- 145 local school district math resource persons.
- 11 math consultants in the State Department's Math Divisions.
- numerous teacher trainers in the state 50+ teacher training institutions.

Evaluation:

Depends on the type of activity we decide to pursue.

NAME: #7

AGENCY: State Education Agency

RWR DOCUMENT TITLE: Oral/Written Communication/Secondary Mathematics

Rationale Goals:

Provide state agency personnel in the divisions of communication skills and mathematics with (1) an awareness of this research, (2) a support mechanism for theory presentation, and (3) credibility for strategies offered for implementation.

Target Audience:

The target audience is state agency personnel in the divisions of communication skills and mathematics who interact with teachers, supervisors, and administrators through meetings, conferences, and workshops. The target audience will use RWR to provide themselves with credibility for strategies offered for implimentation. We will print a sufficient number of copies for each school districts math resource person (145 in all) to have at least one.

Time Frame:

From 2-18 months following printing.

DAF'S Activities:

Upon receipt of camera-ready copies of the research documents, dissemination copies will be printed and distributed to the target audience for use per the DAF.

Key Resources:

Human-interaction with state communication skills staff by one of the workshop presenters, i.e. Ms. Beverly Brimes, Dr. Jane Porter, or Dr. Donald Rubin, and Dr. Mark Driscoll, Dr. Mary Grace Kantowski, or Dr. Robert Reys. The math staff will assume responsibility in acquainting all members of its staff with the materials and provide inservice to school districts as opportunities arises.
Materials--copies of the research document.
Implementation of these dissemination activities will be the responsibility of Dr. Charles Rivers, Director, Division of Communication Skills and Dr. Robert Jones, Director, Division of Mathematics.

Desired Outcomes:

Awareness, involvement, committment, and action plan with an increase in knowledge that will provide for a change in teacher committment, knowledge, and behavior.

Follow-up:

Effectiveness will be indicated by monthly activity reports, observation by division head of LEA presentations, and oral presentations to the total staff by each consultant that reviews how the program was

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #8

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity: Videotapes for presentation

Target Group(s): Teachers (workshops directed by local inservice coordinators, consultants, IHE staff, etc.)

Outcome(s):

Desired Level of Impact:	X **Awareness**	**Desired Level of Change:**	X **Knowledge**
	X **Involvement**		X **Behavior**
	X **Committment**		X **Attitudes**
	___ **Action Plan**		
	___ **Internalization**		

Describe Change(s):

Videotapes would be sequenced to more observers through several stages of involvement--on-site consultants (who had been trained) would facilitate.

Kind and Length of Activity:

Combination of videotape observation and activity/involvement
Lenght could be varied from several 2 or 3 hours sessions to a

Descriptive Flow:

Descriptive Flow (continued):

Potential Resources:

Evaluation:

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #8

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity: Orientation meeting

Target Group(s): Local Inservice Education Coordinators

Outcome(s): Training plans for writing instruction for teachers

Desired Level of Impact:	X	**Awareness**	**Desired Level of Change:**	X	**Knowledge**
	X	**Involvement**		X	**Behavior**
	X	**Committment**			**Attitudes**
		Action Plan			
		Internalization			

Describe Change(s): As a result of the orientation meeting, plans for introducing training in writing instruction to teachers will be completed.

Kind and Length of Activity: The orientation meeting will be held in all regions of the state and will cover presentations for one day.

Descriptive Flow: The orientation meeting will cover:

- introduction to Oral/Written Communication
- resource materials for training
- projected agenda for teacher training sessions
- supplemental materials to be made available for teachers
    - protocal materials (Basic Skills)
    - skills continua
    - minimum competencies
- resource persons to be available to assist in the teacher training

Descriptive Flow (continued):

Potential Resources:

Basic Skills Protocal Materials
University of Louisville Writing Project staff

Evaluation:

Number of school districts conducting training sessions for teachers.
Long range implementation of writing instruction in classes.

RWR Dissemination Plan

Name: #9

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up
1) To acquaint IN task group with the findings in this publication	State O/WC task group (comprised of curriculum supervisors, teachers, university personnel, SEA	Sept-Oct	Task group meeting	Director, Division of Regional Effectiveness (DRE) Knowledge of task group members	Develop statewide dissemination plan	Involvement of task group member in the conference
2) To create an awareness to IN educators about the oral and written communication publication and its findings	Superintendents, principals, curriculum directors, university personnel	Nov-Dec	Mass mailing to all LEAs and and colleges of of education Send a critique to designated target audience Announce the date and location of statewide conference	Division of Reading Effectiveness	Individuals will contact the Division of Regional Effectiveness seeking more information LEAs will notify DRE of intent to attend conference	Additional information will be sent to LEAd Implement statewide conference on O/WC
3) To plan and conduct statewide conference on O/WC skills	Superintendents, curriculum directors, principals, teachers, and university personnel	Dec-Mar	Decide on the format for conference Identify key presenters Identify existing exemplary O/WC program models	a. state sponsored b. DRE personnel c. Task group members d. LEAs e. CEMREL personnel	Exemplary O/WC models will be identified both nationwide and within the state Formulate a cadre of individuals who can assist other LEAs in their region to implement district wide O/WC programs in their schools	DRE staff will provide technical assistance to those LEAs requesting help

RWR Dissemination Plan

Name: ______________________________

Agency: ______________________________

RWR Document Title: ____________________

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up
			Identify LEAs in IN that have been implementing O/WC programs that are exemplary Send program flyer to all interested persons Implement conference At the conference, participants will be shown good O/WC strategies to be used in their classrooms Participants will be encouraged to develop an action plan for implementing O/WC programs		Participants will accept and implement trainer of trainer concepts within their perspective school district	Universities will begin to more effectively plan and implement O/WC strategies within their course syllable
To provide technical assistance to LEAs implement O/WC programs	LEAs	On-going	Add the topic of O/WC strategies to our inservice offering list to LEAs Continue to disseminate information from the O/WC: Research Within Reach publication.	SEA staff O/WC publication	LEAs will develop and implement O/WC programs within their schools	Inservice provide to LEAs

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

8

Name: #9

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity: Implementing statewide conferences

Target Group(s): Superintendents, Curriculum Directors, Principals, Teachers, University Personnel

Outcome(s):
1) to identify exemplary oral and written communication models within the stat
2) to establish a cadre of people to communicate and assist those LEAs within their schools and region.
3) to encourage all LEAs to develop a plan of action for implementing O/WC instruction in their classroom

Desired Level of Impact:

x Awareness
x Involvement
x Committment
x Action Plan
___ Internalization

Desired Level of Change:

x Knowledge
___ Behavior
x Attitudes

Describe Change(s): LEAs attitudes should change regarding the relevancy of oral and written communication instructional needs for students. Improved knowledge of existing models to assist LEAs in implementing these programs.

Kind and Length of Activity:

One day statewide conference will be conducted in March, 1983. SEA will provide technical assistance to those LEAs requesting assistance.

Descriptive Flow:

1. Decide on the format for the conference.
2. Identify key presenters for conference.
3. Identify existing exemplary oral and witten communication program models.
4. Contact CEMREL for assistance in identifying these program models.
5. Identify LEAs that have been implementing oral and written communication programs that are exemplary.
6. Identify key contact person for each program identified.
7. Send program flyer to all interested LEAs, university personnel.
8. Implement conference.
9. Demonstrate good oral and written communication instructional strategies to participants.
10. Participants will be encouraged to set-up training programs to demonstrate oral and written communication instructional strategies that teachers can utilize in their classrooms.
11. Identify a cadre of individuals to work with LEAs in their perspective region.
12. SEA will continue to provide technical assistance to LEAs requesting assisting.
13. Participants hopefully will receive a copy of the Oral and Written Communication: Research Within Reach document.
14. 150 copies of the publication ordered from CEMREL for dissemination at conference.

Descriptive Flow (continued):

Potential Resources:

Task group members from O/WC Advisory Group
CEMREL staff
Division of Reading Effectiveness staff
University personnel
LEAs

Evaluation:

1) number of participants attending conference
2) feedback from conference attendees on the relevancy of conference in meeting their program needs.
3) number of program plans developed by LEAs.
4) number of technical assistance request received by SEAs to provide assistance to LEAs

RWR Dissemination Plan

Name: #9

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up
			150 copies of O/WC Research Within Reach ordered			
			Each participant attending state conference will receive copy of publication		Participants will develop a plan to implement ideas in their respective schools	Survey developed to ascertain typ of activities implemented

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #10

Agency: Local Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity: The Teacher and Communication: Moving toward a process oriented instructional

Target Group(s): Classroom teachers approach

Outcome(s): Improved oral and written communication in the classroom; Implementation of a process oriented approach in langauage arts instruction

Desired Level of Impact:	x	**Awareness**	**Desired Level of Change:**	x	**Knowledge**
	x	**Involvement**		x	**Behavior**
	x	**Committment**		x	**Attitudes**
	x	**Action Plan**			
	x	**Internalization**			

Describe Change(s): Teacher will use strategies that are less teacher centered and more student centered. Classroom instruction will become more process oriented.

Kind and Length of Activity:

Workshop 3 hrs.

Descriptive Flow:

I. Introduction - 10 minutes
II. Activity - How to fustrate creativity warm-up - 15 minutes
III. What Teacher Behaviors Improve oral and written communication:

Ask question - In pairs - write at least 10 positive behaviors - 15 minutes

Share - written list groups of (6-8) - 15 minutes

Read Chapter 17 (Ind) Compare in pairs with original list - 15 minutes

Total Group - react to Chapter 17 - 10 minutes

Come to concencus on 3 most important behaviors

Break - 10 minutes

Descriptive Flow (continued):

IV. How to implement a process oriented approach in oral/written communication-55 m

V. Action strategy for classroom implementation - 30 minutes

VI. Wrap-up - 10 minutes

Potential Resources:

RWR materials
Classroom teachers
CEMREL or AEL consultants

Evaluation:

Implementation of strategy in classroom - This will be evaluated/critiqued in Nov. meeting after implementation in the classroom.

RWR Dissemination Plan

Name: #10

Agency: Local Education Agency

RWR Document Title: Oral/Written Communication and Secondary Mathematics

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up
Awareness of new research materials and implications in the classroom	Classroom teach- 30 K-12 Language Arts teachers	Oct. 82 preplanning April, '83 pre-planning	3 hrs. activity improving O/WC instruction	Classroom teachers	Improved O/WC in the classroom	3 hrs. workshop to critique research based strategies used in the classroom
Involvement in teaching strategies to be modeled in the classroom	30 secondary math teachers	May, '83 Invitations Aug, '83 workshop 6 hrs. "Strategies"	3 hrs. peer sharing of RWR documents and strategy planning	RWR materials CEMREL Consultant AEL Consultant	More involvement of children in their own learning process	Evaluation of th 9 hrs. workshop with suggestions for future workshops and critiq of strategies us in the workshop
Committment to use at least 3 research based strategies in the classroom		Nov., '83 workshop 3 hrs. follow-up critique of strategies evaluation	3 hrs. follow-up critique evaluation of selected strategies	KEA staff person State Department of Education Resource Person	Improved instructional processes	

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RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #11

Agency: Local Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity:
The development of communication skills; activities; the teacher as a model communicator - secondary math, skill development

Target Group(s):
Teachers from local school district; teachers from education association (KES)

Outcome(s):

Desired Level of Impact:	X	**Awareness**	**Desired Level of Change:**	X	**Knowledge**
	X	**Involvement**		X	**Behavior**
		Committment			**Attitudes**
	X	**Action Plan**			
		Internalization			

Describe Change(s):
Awareness of skills, needs, problems to be developed; activities will promote development of skills,and provide application of skills;

Kind and Length of Activity:
Group oral communication activity - 15-20 minutes -session with document 2-4 hours

Descriptive Flow:

Meeting with director of Kentucky Education Association. Instructional and professional development and state department of education staff development director. Contact persons from specific regions of state will be identified plans to be forthcoming

Descriptive Flow (continued):

Potential Resources: State Education Association IPD committee; Sections of document copies for each participant; pamphlets about education laboratory.

Evaluation:

RWR Dissemination Plan

Name: #11

Agency: Local Education Agency

RWR Document Title: Oral/Written Communication

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up
Provide classroom teachers with in-service on development of communication skills; communication activities for classroom; the teacher as a model; same for secondary math	Teachers - local district K-12 language arts 7-12 math- Education association - Local district interested members	4-6 hrs.	Keynote address by gregarious, enthusiastic guest communicator writing and/or oral group activity Film-the writing process from Iowa State Dept.	Section of document copies for each participant 1 PD committee; Martha Dell Sanders; Beverly Bimes; Joe Clark pamphlets about education laboratories Clculaters, computers	Program plans activity packets idea sheets on effective teaching strategies of written and oral communiation and on secondary math	2-3 hrs sharing after implementation of plans at local level Evaluation form pinpointing various areas of concern

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #12

Agency: Local Education Agency

RWR Document Title: Secondary Mathematics

Title of Activity: Sharing microcomputer research on problem solving techniques

Target Group(s):

Math teachers

Outcome(s): Teachers will feel comfortable using a microcomputer to teach problem solving skills

Desired Level of Impact:

____ **Awareness**
____ **Involvement**
____ **Committment**
____ **Action Plan**
X **Internalization**

Desired Level of Change:

____ **Knowledge**
____ **Behavior**
X **Attitudes**

Describe Change(s):

Kind and Length of Activity:

Teacher participation for 2 days or 2 hrs. nightly for 2 weeks.

Descriptive Flow:

I. Introduction - Salespeople demonstrate and teach basic operation of a microcomputers

II. Practice and exploration - Hands on activities 3 teachers per unit

III. Demonstration - Use teachers as practice classroom. Demonstrator teachers problem solving techniques

IV. Problem solving skills in use by teachers

V. Follow-up- (1 month later) an inservice to discuss problem in implementing knowledge and skills learned

Potential Resources: Computer salespeople

Evaluation:

Evaluation form to determine how many teachers are actually using computers to teach problem solving skills.

RWR Dissemination Plan

Name: #12

Agency: Local Education Agency

RWR Document Title: Secondary Education

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up
To inform teachers of research on using the computer to teach problem solving skills	Math teachers	83-84	Workshop in conjunction with computers which give basic computer orientation Speaker who involves teachers in hands on activity and teachers teach the problem solving process	Apple, Radio Shack IBM, etc.	Teacher will see problem solving skills taught and will actually use computers	1 mo. later reassemble to discuss and evaluate

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #13

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity:

Target Group(s): Classroom teachers, some reading supervisors and administrators

Outcome(s): To make the Tennessee Internation Reading Association group aware of the availabilty of RWR document and disseminate RWR to the members.

Desired Level of Impact:	x **Awareness**	**Desired Level of Change:**	x **Knowledge**
	___ **Involvement**		x **Behavior**
	___ **Committment**		x **Attitudes**
	___ **Action Plan**		
	___ **Internalization**		

Describe Change(s):

Kind and Length of Activity: Motivation/stimulation through newsletters and journal publication. Jan. 15th - March 5th.

Descriptive Flow:

Jan. 15th - Select question from O/WC document write "teaser" (answer) with accompanying information on how to obtain copy of document.

Feb 1st - Newsletter with above mentioned advertisement mailed to Tennessee IRA members.

March 5th - O/WC documents available to participants of the middle Tennessee IRA Spring Conference.

Descriptive Flow (continued):

Have available order forms for additional copies.
Ask those to receive copy to sign list and indicate if they saw the newsletter article (possible appearance on program by Lane - synthesis of document and Prentis - dissemination plan and notice of availability of math RWR).

Potential Resources:

Mary Helen Lane, Production Editor, Newsletter
June Sparkman, Program Chairperson, Spring Conference
Newsletter, TIRA
Catherine Printis, R & D, SEA

Evaluation:

Number of copies disseminated. Information as to first awareness of O/WC document.

RWR Dissemination Plan

Name: #13

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up
To disseminate O/WC document to language arts teachers initally since this population will find the research etc. supportive to their area of teaching	Language Arts Teachers K-12	3 months	TRA (March) MTRA joint meeting composed of language arts teachers	Organization newsletter and journal and editors	Awareness of documents availability	Questionnaire to determine awareness of availability of document for individual use

Other plans/areas to be explored with SEA personnel:

(1) District Director dissemination routing plan (network in existing in state) preceeded by R & D staff presentation to district director meeting.

(2) (a) Larry Gregory, State Math Consultant, will be contacted or possible dissemination using the math educator's group.

(b) If the math group shows an interest in developing a support network similar to the Partnership Program, Judith Anderson, Director of Special Projects, SDE, can provide the leadership/expertise concerning partnership.

(3) Publication that can be used to announce availability of RWR are: ABC (superintendent's weekly newsletters), Tennessee Education (monthly magazine published by SDE), TEA Educator (Tennessee Education Assoication magazine) UT's publication on basic skills, microcomputers, and teacher education.

(4) Explore the fesibility of printing each RWR in two ways, as a total volume and also in sub-volumes. This would facilitate dissemination to specific groups (i.e. microcomputers section would be usefully - hopefully - to more than just math teachers on both elementary and secondary levels.)

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #14

Agency: Local Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity: Provide staff development activ-ties for area English Specialist and English Department chairperson.

Target Group(s): 4 English Specialists in Administrative Area Offices
46 English Department chairs in Fairfax County Public Schools

Outcome(s):

Desired Level of Impact:	x	**Awareness**	**Desired Level of Change:**	x	**Knowledge**
	x	**Involvement**		x	**Behavior**
	x	**Committment**		x	**Attitudes**
	x	**Action Plan**			
	x	**Internalization**			

Describe Change(s): Reaffirm their precent understandings about oral and written communication. Assist them in utilizing the ideas with English teachers in the classrooms.

Kind and Length of Activity: Continuing education over a twelve month period (at regularly scheduled meetings) on segments of the document (for next school year beginning Sept., 1983)

Descriptive Flow:

Specialists - Identify focus for monthly meeting with English Specialist selected pages from document that are appropriate and make copies for each specialist.

Devote appropriate time for sharing the concepts of the selected pages - helping specialists internalize these concepts.

Involve specialists in activities that lead to active plans they will use with teachers.

English Department Chair:

Present key information at each of four county-wide meetings.

Select and copy specific pages of document for distribution to department chairs.

Descriptive Flow (continued):

Potential Resources:

Copies of selected pages from document

State Supervisor of English

Consultants involved in the production of the document

Evaluation:

Evidence of increased understanding of concepts by Enclish Specialist and Department Chairs as revealed in discussions and plans.

RWR Dissemination Plan

Name: #14

Agency: Local Education Agency

RWR Document Title: Oral/Written Communication

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up
To disseminate information in the oral/written communication document to as many teachers in Fairfax County (as well as out-side of county) as possible and to administrators and English Specialist	Teachers Administrators English Specialist Members of relevant professional organization Teacher consultants in North Virginia Writing Project University colleagues English Supervisors colleagues	1982-83 school year	See attached dissemination activities for specific details.			
To ensure that the concepts are internalized by teachers and applied to classroom techniques.						

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #14

Agency: Local Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity: Prepare workshop on selected sections of document

Target Group(s): Administrators in Fairfax County - at annual management conference
Teachers in local school district and in other school district (as requested), Currently I will serve as a consultant on 3 day workshop for annual convention of NCTE and will disseminate information in my presentation. Participants at stat conferences specifically at Oral Communication conference in Sept. and Language Arts conference in Dec. and VATE conference in Oct.

Outcome(s):

Desired Level of Impact:	x **Awareness**	**Desired Level of Change:**	x **Knowledge**
	x **Involvement**		___ **Behavior**
	x **Committment**		x **Attitudes**
	___ **Action Plan**		
	x **Internalization**		

Describe Change(s): Teachers will vary in their growth, but the goal will be that teachers will say that they will use some of the ideas in the classroom

Kind and Length of Activity: Upon request

Descriptive Flow:

Read entire document
Select focus for workshop
Plan 1 hr. workshop step-by-step
Determine handout and prepare
Prepare bibliography
Inform interested groups of availability of workshop

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Descriptive Flow (continued):

Potential Resources:

English Specialist
Professional Organizations - ETA of NVA, VATE, NCTE, State Supervisor
North Virginia Writing Project and/or Speech Teachers Association
University courses
Administrative in school system (at annual management conference)

Evaluation:

Number of requests for workshop
Standard evaluation form used for workshop presentations and comments from conference participants.

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #14

Agency: Local Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity: Inform local English teacher's organizations of document and provide information of specific sections upon request.

Target Group(s): English teachers in English Teacher's Association of Northern Virginia, Teachers in Northern Virginia Writing Project

Outcome(s):

Desired Level of Impact:

x **Awareness**
x **Involvement**
___ **Committment**
___ **Action Plan**
___ **Internalization**

Desired Level of Change:

x **Knowledge**
___ **Behavior**
___ **Attitudes**

Describe Change(s):

Kind and Length of Activity: Announcement and dicription of document offer to reproduce sections and give out printed list of the sessions.

Descriptive Flow:

Arrange for opportunity to be listed on the agenda for full meeting.
Prepare list of section topic and arrange logistic for taking orders and for copying requested sections.
Prepare oral description of total document.

Descriptive Flow (continued):

Potential Resources:

Copies of sections of the documents.

Evaluation:

Evidence of being or agenda and stated requests for the sections.

RWR Dissemination Plan

Name: #15

Agency: State Education Agency

RWR Document Title: Secondary Mathematics

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key * Resources	Desired Outcomes	Follow-up
State awareness of materials available	CMA's & IMC's	3 hrs.	discussion of individual documents and plans for local use.	75 copies of each document	Distribution for use of LEA level	Use and Evaluation form to LEA through CMA.
Introduction of new documents and thorough review of one	Teachers at WVCTM meeting	1 hr.	Teacher participation in review of one document	30 copies of one document	Teacher commitment to change in approach and/ or support	Evaluation of impact on classroom
Awareness for educational leaders	Interested educators at Leaders of Learning Conference	1 1/2 hr.	Same as for CMA's	30 copies of each document	Awareness for extended use	Check for local effect and use
Individual programs for teacher inservice	Teachers at LEA level	3 hrs.	Conducted by State coordinator or CMA	30 copies of document presented (expectation of 60 sessions)	Same as 2	Same as 2

*The number of copies distributed will be determined by availability or the opportunity to reproduce copies.

RWR Dissemination Plan

Name: #16

Agency: Local Education Agency

RWR Document Title: Oral/Written Communication

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up
To develop resource personnel to disseminate RWR Oral/ Written Communication materials	Trumbull County office supervisors	1982-83 Sept	Preview, review and assimulate; RWR materials	Oral/Written Communication materials Elementary Language Arts: Strategies for Teaching and Learning Trumbull County office supervisor (AEL/CEMREL conf. participant)	Awareness Involvement Commitment	Trained Trumbull county superviso participate in dissemination of RWR materials
To provide principals with resource materials and instructional strategies that enable them to be become staff development leaders within their schools/ districts	Elementary/ secondary principals	Oct-Nov	Presentation of RWR materials at principals' (See RWR dissemination activities form for detailed description)	RWR materials Elementary Language Arts Commitment form Evaluation form Inservice strategies Trumbull County office supervisors	Awareness Involvement Commitment Action plan	25-33% of principlas choos to implement use RWR materials completion and return of commit ment form

RWR Dissemination Plan

Name: #16

Agency: Local Education Agency

RWR Document Title: Oral/Written Communication

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up
To provide teachers with materials, research, and activities relevant to teaching oral/written communication skills with application in classroom	Teachers (student)	Jan-May	Implementation and utilization of materials at local school/district on-site inservice(s) (See RWR Dissemination Activities Form for detailed description) (follow through of choice of above presented strategies at principals' meeting)	RWR materials and Elementary Language Arts Evaluation form Inservice strategies Teacher Learning	Awareness Involvement Commitment Action plan Internalization	25-50% of school staff attended inservices Principals share implementation/inservice strategies at principals' meeting Teachers share learning activities utilized in classroom at inservice Completion and return of evaluation form by teacher and principals

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RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #16

Agency: Local Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity: Presentation of RWR materials at principals' meeting

Target Group(s):
Elementary principals
Secondary principals

Number: 35 principals
Building: 38
District: 16

Outcome(s):
Participation of principals in implementation of RWR materials (25-33%)

Desired Level of Impact:		**Desired Level of Change:**	
X	**Awareness**	X	**Knowledge**
X	**Involvement**	X	**Behavior**
X	**Committment**	X	**Attitudes**
X	**Action Plan**		
	Internalization		

Describe Change(s): Principals become instructional leaders; choose curriculum area (oral/written communication) for year-long thrust/goals; utilize principal building meetings for instructional purposes.

Kind and Length of Activity:

- Sharing of resource(s)--through vehicle of established, regular principals' meeting--approximately one hour in length
- Local on-site inservices--weekly/monthly--over 2 month---5 month period.

Descriptive Flow:

1982-83 Oct/Nov. Presentation of RWR Oral/Written Communication materials--Language Arts: Sequence

1. Overview of materials
   Content, format, value
2. Availability of materials
   Selected pilots, for those who use
3. Distribution of materials
   Commitment Form

(for use during Jan/May)

4. Implementation and utilization of materials
   Local school on-site inservice/classroom application

   Strategies:

   a. Principal as inservice leader
      - sharing of "topic", "area", "activity" at weekly meetings
      - sharing of above through monthly newsletter (principal or teacher written)

Descriptive Flow (continued):

b. Teacher(s) as inservice leader(s)
  - sharing of "research" through discussion and successful instructional activities at weekly meetings

c. Materials circulated periodically to teachers for review, utilization, etc.

d. Materials placed in professional resource library

e. Materials as resource for:
  - curriculum committees
  - tutors and aides

f. Teacher suggested ideas for inservice
  - designed to fit local situation

Potential Resources:

Evaluation:

25-33% of principals choose to implement use of RWR materials
  - Completion and return of Commitment Form

NAME: #17

AGENCY: State Education Agency

RWR Document Title: Oral/Written Communication

I. Rational Goals:

To provide key educators in all 12 Basic Skills areas of the state with RWR Documents.

Target Audience:

Basic Skills Area Commissioners, (45 individuals), administrators and teachers.

Time Frame:

10/82	Meet with commissioners (inservice with RWR).
11/82-4/83	Commissioners disseminate RWR and provide inservice
4/83	Commissioners return evaluation/information forms.

DAF's Activities:

10/82	Provide 25 RWR for each Basic Skills area, provide guidelines and a framework for recommended uses, identify 1-2 sites in each of 12 areas for piloting RWR.
2/83	Provide one copy of RWR to every charter school in Ohio (over 5000).

Key Resources:

RWR documents, state consultants, Dr. E. Jane Porter (author, RWR), LEA representatives who disseminated earlier RWR documents, AEL staff, David Holdzkom.

Desired Outcomes:

- Local field testing in 1-2 sites in each of the 12 Basic Skills areas.
- Transition of research to classroom practices.

Follow-up:

Spring meeting with commissioners in charge of piloting sites, analysis of returned questionnaires from teachers, principals, etc., involved in using RWR, on-site visits to piloting areas.

II. Rational Goals:

To introduce and integrate the RWR findings into the language arts regional (10) seminar meetings.

Target Audience:

Teachers, principals, county and district supervisors and superintendents.

Time Frame:

11/83-12/83	Ten scheduled regional seminars.

NAME: #17

AGENCY: State Education Agency

RWR Document Title: Oral/Written Communication

DAF's Activities:

Ten four-hour regional seminars-Correlate theory with classroom practices.

Key Resources:

Basic Skills consultants, Elementary Language Arts Publication, RWR documents.

Desired Outcomes:

Increase knowledge, changed behavior and attitudes - Participants in regional seminars will:

(1) provide inservice in district or building,
(2) utilize information in classroom,
(3) share information with peers, and
(4) publicize information through newsletters, meetings, etc.

Follow-up:

Telephone contacts, on-site visits, compilation of ideas and activities received from LEAs.

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #17

Agency: State Department Agency

RWR Document Title: Oral/Written Communication

Title of Activity: I- Basic Skills Commission Dissemination, II. Regional Inservice
II- Regional Inservice Meetings

Target Group(s): I- Area Commissioners
II- Teachers, principals, superintendents and supervisors

Outcome(s):

Desired Level of Impact:	I	II	
	X	X	**Awareness**
	X	X	**Involvement**
	X		**Committment**
			Action Plan
			Internalization

Desired Level of Change:	I	II	
	X	X	**Knowledge**
	X	X	**Behavior**
	X	X	**Attitudes**

Describe Change(s): See RWR Plan

Kind and Length of Activity:

Descriptive Flow:

NAME: #17

AGENCY: State Education Agency

RWR DOCUMENT TITLE: Oral/Written Communication and Secondary Mathematics

RATIONAL GOALS:

Assist school district personnel (approximately 165 teachers and principals - one team per district) in their efforts to stay abreast of and, more importantly, convert educational theory and research findings into practice.

GOAL:

Disseminate O/WC and 2nd math RWR documents statewide through:

(1) 378 teacher development coordinator, (2) 40 regional planning council members, (3) 18 state inservice advisory council members, and (4) 62 county cooperative coordinators

TARGET AUDIENCE:

Direct Audience - (1) State inservice advisory council, (2) Teacher development coordinators, (a) county cooperative, (b) Regional planning councils

Indirect Audience - (3) teachers/principals (as teams or independents) (4) parents, and (5) students

TIME FRAME:

1982-1983, 1982-1983, 1983-1984, 1982-1983, 1983-1984

DAF's ACTIVITIES:

Annual statewide conference plus organization meetings, Annual statewide conference plus regional meetings plus county office dissemination plans, Planning Council meetings and workshops sponsored by the Council plus onsite (consultation from office staff), Building level inservice (using local talent)

KEY RESOURCES:

Funds - *(1) Teacher Development (TD)
    a. residue of distribution formula
    b. regional planning council portion of the formula
    c. LEAs use of their TD allocation from formula

(2) NDN funding for training in 5-7 selected programs that correspond with two RWR documents

*(49¢) x student enrollment = TD funds in each district (annual)

NAME: #17

AGENCY: State Education Agency

RWR DOCUMENT TITLE: Oral/Written Communication and Secondary Mathematics

KEY RESOURCES (continued)

Materials -

(1) Elementary Language Arts: Strategy for teach and learn

(2) New perspect on computation

(3) Problem solving #1 and #2

(4) Two RWR documents

(5) Staff development leaders - Resource Book

(6) School stlate and TD bulletin
    1st = Department Newsletter
    2nd = Office Newsletter

DESIRED OUTCOMES:

Impact - Audience (1), Awareness - Action Plan, Audience (2), Awareness - Action Plan, Audience (3), Awareness - Internalization, Audience (4) Awareness

Change- Improved:
- (1) student learning
- (2) teacher/principal job satisfaction
- (3) relations with TD program coordinators
- (4) relations with other educational agencies, institutions

FOLLOW-UP:

(1) meetings
    statewide
    regional
    local

(2) Surveys
    paper
    phone

PEOPLE:

(1) Office of Inservice Education Staff, (2) TD Coordinators, (3) Advisory Council (state) (4) BASA, OSBA, OPTA, OEA, OASCD, IHE, etc. (5) Teachers and Principals

RWR Dissemination Plan

Name: #18

Agency: Local Education Agency

RWR Document Title: Oral/Written Communication and Secondary Mathematics

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up
To improve O/WC To improve overall math achievement	Instructional supervisors	8/23-9/1 supervisors inservice awareness	Develop materials Presentation	Supervisors Supervisors and principals	Awareness Theory building	Test theory knowledge
	Principals		Demonstration materials	Key teacher		
	English and Language Arts Teachers (7-12)	9/1-15 Inservice to principals awareness		Supervisors Key teacher	Develop strategy competency	Monitor Staff development
	Math teachers (7-12)	9/15-10/1 Inservice to 7-12 math awareness	Demonstration	Grade level and departmentals	Improve student competencies	
		10/1-15 in-service Language Arts Awareness	Implementation	Selected pilot classes		
		10/15-11/15 Demonstrations				
		12/1-20 Practice follow-up				
		1/1-3/15 onsite supervision				
		3/15-full Implementation Evaluations				

RWR Dissemination Plan

Name: #19

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up
To disseminate information in the O/WC document to as many teachers and administrators as possible	Teachers Principals English/ Language Arts Supervisors General Elementary and Secondary school supervisors	1982-83 school year	For these details please see attached dissemination activities forms.			
To ensure that the information is internalized so that it may have a positive impact upon curriculum and instruction	College faculty teachers prep. institutions Members of relevant professional organizations					

Descriptive Flow (continued):

Pilot implementation by key staff - revise strategies - present revision to full staff - implement full staff strategies.

Potential Resources:

Supervisor, principals, teachers - standarized test data - anecdotal records of achievement.

Evaluation:

Pre and post tests on math and with district level evaluation - scores and anecodotal records from teachers and student reaction.

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #18

Agency: Local Education Agency

RWR Document Title: Oral/Written Communication & Secondary Mathematics

Title of Activity: Supervisor Training

Target Group(s): Supervisors and Principals

Outcome(s):

Desired Level of Impact:
- X Awareness
- ___ Involvement
- ___ Committment
- ___ Action Plan
- ___ Internalization

Desired Level of Change:
- X Knowledge
- ___ Behavior
- ___ Attitudes

Describe Change(s): Develop orientation of cognitive skill; Development in relation to math sequence.

Kind and Length of Activity:

Presentation of RWR documents.

Descriptive Flow:

Assist supervisor - develop knowledge in supervisors - supervisor to principals - supervisor and principals to key staff grade levels and department heads - department staff - supervisor and principals inservice to full staff. Staff develop strategies for classroom implementation.

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #19

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity: Superintendent's memo announcement

Target Group(s): All local division superintendents

Outcome(s):

Desired Level of Impact:	X	**Awareness**	**Desired Level of Change:**	X	**Knowledge**
	X	**Involvement**		___	**Behavior**
	___	**Committment**		___	**Attitudes**
	___	**Action Plan**			
	___	**Internalization**			

Describe Change(s):

Kind and Length of Activity: Announcement and description of both documents. If available, enclose copies. Request dissemination at division level. Give name and addresses of contact person at SDE and AEL.

Descriptive Flow:

1. Write memo
2. Follow standard operating procedure for sending superintendent's memo

Descriptive Flow (continued):

Potential Resources:

185 copies of the RWR publication

Evaluation:

If approved and mailed

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #19

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity: Announcement and description in Department of Education newsletter, State Education.

Target Group(s): Administrators at division level

Outcome(s):

Desired Level of Impact:	☒ **Awareness**	**Desired Level of Change:**	☒ **Knowledge**
	☒ **Involvement**		☐ **Behavior**
	☐ **Committtment**		☐ **Attitudes**
	☐ **Action Plan**		
	☐ **Internalization**		

Describe Change(s):

Kind and Length of Activity: Announcement and description of both documents. Give name of contact person within the SDE for those who want additional information and provide AEL mailing address and phone number.

Descriptive Flow:

1. Write announcement and description of document
2. Send information with request that is be included in the the Department of Education newsletter.

Descriptive Flow (continued):

Potential Resources:

Evaluation:

Publication of information in the Department of Education newsletter.

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #19

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity: Use and/or distribute at scheduled conferences: (a) regional, (b) state, (c) special interest (English/Language Arts Supervisor from LEA's)

Target Group(s):
English/Language Arts, Speech, and Reading teachers and supervisors

Outcome(s):

Desired Level of Impact:	x **Awareness**	**Desired Level of Change:**	x **Knowledge**
	x **Involvement**		x **Behavior**
	x **Committment**		x **Attitudes**
	Action Plan		
	x **Internalization**		

Describe Change(s):

Kind and Length of Activity: Three conferences are already scheduled for the 1982-83 school year in which the oral and written communication document could be used and/or distributed (if copies available).

Descriptive Flow:

At the very least, parts of the document could be featured as content or topic areas for workshop sessions, and general information about the document would be made available to all conference participants.

Descriptive Flow (continued):

Potential Resources:

Department of Education staff member, LEA supervisor(s), We may be able to invite some of the consultants who were involved in the production of this document to do workshop session at one or more of three conference.

Evaluation:

Standard evaluation form used for conference sessions and comments from conference participants.

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #19

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity: Provide detailed information to leaders of professional organizations in our state

Target Group(s): School Principals, Writing Project Leaders, Conference of English Ed. Teachers and School Principals

Outcome(s):

Desired Level of Impact:	x	**Awareness**	**Desired Level of Change:**	x	**Knowledge**
	x	**Involvement**		x	**Behavior**
	x	**Committment**		x	**Attitudes**
		Action Plan			
	x	**Internalization**			

Describe Change(s):

Kind and Length of Activity: Exchange of information in an attempt to influence others to use these documents to promote the improvement of oral communication instruction.

Descriptive Flow:

Direct, personal contact with officers of the organizations mentioned above. If requested, workshops at their conferences or meetings.

Descriptive Flow (continued):

Potential Resources:

Department of Education staff member

The Oral/Written Communication document

Evaluation:

Degree of success in involving there organizations in the dissemination process.

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #19

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity: Inservice workshops at LEA level for administrators and teachers.

Target Group(s): Teachers, principals, supervisors

Outcome(s):

Desired Level of Impact:	x	**Awareness**	**Desired Level of Change:**	x	**Knowledge**
	x	**Involvement**		x	**Behavior**
	x	**Committment**		x	**Attitudes**
		Action Plan			
	x	**Internalization**			

Describe Change(s):

Kind and Length of Activity: Inservice workshops and pre school conference at the local division level (focus on the oral language strand of our learner objectives.

Descriptive Flow:

- Review entire document
- Select focus for workshops
- Plan 1 hour or 2 hour workshops
- Prepare handouts and visual aids
- Make local arrangements
- Design workshop evaluation

Descriptive Flow (continued):

Potential Resources:

We will need 185 or more copies of the RWR document for conference dissemination.

Evaluation:

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #19

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity: Material Support

Target Group(s): Teacher and Administrator (state-wide)

Outcome(s):

Desired Level of Impact:

x **Awareness**
x **Involvement**
x **Committment**
x **Action Plan**
x **Internalization**

Desired Level of Change:

x **Knowledge**
x **Behavior**
x **Attitudes**

Describe Change(s):

Kind and Length of Activity: Investigate the possibility of using and disseminating to LEA's for their use negatives of the Oral/Written Communication document for printing copies (in addition to those provided by AEL and RDIS) for use in Virginia.

Descriptive Flow:

S.O.P within the department for duplication of materials.
Serve as contact between AEL and our school divisions.

Descriptive Flow (continued):

Potential Resources:

Evaluation:

RWR Dissemination Plan

Name: #20

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up
To introduce this document to the educational leadership of Pennsylvania and ultimately to teachers, student teachers and parents	PDE leadership and key staff	Winter	PDE meetings News releases TV programs	PDE Information office RBS, AEL/CEMREL WITF-TV/FM	That the educational leadership of PA know and understand the document	
	Professional Organizations	Spring-Summer	workshops			
	Intermediate Unit curriculum leader	Winter	Executive Academic conference sessions	Intermediate Unit Professional organizations	That teachers have the opportunity of of knowing and understanding the document	
	Large and middle size city curriculum	Winter	Distribution via mail upon request (a specific question addressed in document)			
To use this document as a key resource in developing a statewide initiative in writing	Supervisors of reading, language arts and English	Spring		PDE School Improvement Management Team Bureau of Research	That the document be used by School Improvement district which choose communication skills as a priority for curriculum and instruction	
To use this document to support Pennsylvania's literacy plan: PCRP	Teacher trainers	Spring			Increased interest and involvement in in-service programs in oral and written communication Increased interst and involvement in PWP (Pennsylvania Writing Project)	

RWR Dissemination Plan

Name: #20

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up
Increase committment to re-forming curriculum and instruction to reflect the theory, craft knowledge and research delineated in this document.						Workshop conference session executive academy evaluation. Evaluation form to accompany mail outs Review action plans of School Improvement Districts Develop support services to assist districts in implementing programs based on research findings.

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #20

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity: Executive Academy

Target Group(s): Intermediate Unit Curriculum Personnel
Supervisors of Reading and English (Curriculum) from large and medium sized cities.

Outcome(s):

Desired Level of Impact:

x **Awareness**
x **Involvement**
x **Committment**
x **Action Plan**
___ **Internalization**

Desired Level of Change:

x **Knowledge**
x **Behavior**
x **Attitudes**

Describe Change(s): Know and understand document, be prepared to offer workshops using the document, use the findings of the document to assist district

Kind and Length of Activity: Involved in school improvement action planning.

2 days: Lectures - small group work - individual work - action planning.

Descriptive Flow:

General Overview:

Sessions aimed at understanding and critiquing the document
(a) addressing the question: participants write their answer to a question then compare it to the document.

(b) team learning (small group - six) 3 dyads, each read a chapter. One of the members of the dyads explains the chapter to the group.

(c) Panel - discussing the document as a whole and its implemention for curriculum and instruction (small group discussion follow

(d) Action Planning - workshops, etc.

(e) Reporting Action Planning

Descriptive Flow (continued):

Potential Resources:

The document
RBS and AEL personnel
PDE personnel
Related documents

Evaluation:

Post academy evaluations - immediate, 3 months follow-up.

NAME: #21

AGENCY: State Education Agency

RWR DOCUMENT TITLE: Oral/Written Communication

Rationale Goals:

1. Disseminate the RWR: Oral/Written Communication bulletin to key blanket educational personnel for:

   CEAs, RESAs, Colleges/Universities, WVE-LAC, PTA/PTO, Continuing Education Directors, Teachers, WVWP Directors, State Education Publication, LIL session attendants.

2. Inservice key personnel.

3. Alter classroom practice and emphasis on oral and written language at key education levels (college/university, CEA, LEA).

Target Audience:

2. The target audience will consist of: county education agency officer (superintendents, designates), 2) regional education services agency (executive directors plus one other), 3) college/university English/Reading and Language Arts chairman, 4) West Virginia English-Language executive council members, 5) parent-teacher association/organization officers, 6) county continuing education directors, 7) WVWP, 9) State education staff, 10) LIL attendants.

Time Frame:

3. The timeframe will follow the general target date of:
   1) January, 1983, 2) January, 1983, 3) January, 1983, 4) November, 1982, 5) January, 1983, 6) January, 1983, 7) 1983-84 school year, 8) 1982-83 school year, 9) October, 1982, 10) August, 83.

DAF's Activities

4. Activities for the respective groups will consist of the following:
   1) prepared letter/mailing, 2) prepared letter/mailing, 3) prepared letter/mailing, 4) workshop, 5) CEA-PTA/PTO meeting, 6) superintendent designation, 7) conttinuing education/teacher preparation classes, 8) writing workshops, 9) article publication, 10) conference seminar.

Key Resources:

5. Resource are: 1) secretarial service/paper-envelopes/postage, 2) secretarial service/paper--envelopes/postage, 3) secretarial service/paper-envelopes/postage, 4) consultants/meeting site/RWR copies, 5) CEA personnel materials, 6)secretarial service/paper--envelopes/postage, 7) basic supply copies/secretarial services/paper-envelopes/postage, 8) WVWP director/teacher attendants, 9) state newspapers 10) presenters/copies.

Desired Outcomes:

6. The desired outcomes include: 1) superintendent support/designate responsibility/coordination, 2) RESA support/awareness/involvement, 3) teacher preparation college department awareness/support, 4) WVELAC knowledge/support, 5) PTA/PTO knowledge/support, 6) Continuing education knowledge/support/integrative, 7) research/theory into practice/classroom, 8) writing project involvement/support dissemination, 9) statewide news publication, 10) conference.

Follow-up:

7. Evaluation include: 1) designate modification, 2) check-off, 3) survey, 4) informal report, 5) CEA feedback, 6) CEA survey completion, 7) continuing education plans, 8) WVWP director informal report, 9) newspapers, 10) conferee attendant session evaluation.

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #21

Agency: State Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity: RWR: Oral/Written Communication state dissemination/implementation plan.

Target Group(s): Classroom teachers/students

Outcome(s):

Desired Level of Impact:	x	**Awareness**	**Desired Level of Change:**	x	**Knowledge**
	x	**Involvement**		x	**Behavior**
	x	**Committment**		x	**Attitudes**
	x	**Action Plan**			
	x	**Internalization**			

Describe Change(s): Oral/Written Communication program emphasis/focus

Kind and Length of Activity: A variety of activities spread over the 1982-83 school year will be intiated in order to increase the education community emphasis on oral and written communication.

Descriptive Flow:

The plan will implement RWR: Oral and Written Communication through the county superintendents' offices. Superintendents' designates will be primarily responsible for ensuring that the content/strategies of the document are incorporated into their continuing education plans. Additionally, other relevant agencies will be made aware of the document in depth and in accordance with their needs.

Descriptive Flow (continued):

Potential Resources:

SEAs/LEAs/AEL as possible and appropriate

Evaluation: Evaluation will be formal and informal and range from checklist/rating scale through survey instrument completion.

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Plan I

Name: #22

Agency: Local Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity: To review the RWR document with the school's Program Improvement Council.

Target Group(s): Key faculty members charged with leadership responsibilities. (K-8 school, 2000 students)

Outcome(s):

Desired Level of Impact:

___ **Awareness**
___ **Involvement**
___ **Committment**
x **Action Plan**
___ **Internalization**

Desired Level of Change:

___ **Knowledge**
___ **Behavior**
x **Attitudes**

Describe Change(s): To help teachers become more confident and articulate with research related to oral and written communication with the anticipated change of teachers providing more time and opportunity for students to practice communication skills: speaking and writing.

Kind and Length of Activity:

Small group seminar
On-going for one year.

Descriptive Flow:

The school's Program Improvement Council consists of one representative from each of the school's grade levels (Learning Communities) and departments (art, music, physical education, guidance, etc.) Membership is approximately 20. This council meets twice monthly during the school year and once during the summer. Often these meetings are scheduled as half-day or full-day seminars. Each of these members, then, has the responsibility of providing general and staff development leadership in their own Learning Communities. The group provides both leadership and support base for all program/staff development processes.

The RWR document will be reproduced, giving each member a copy for use and for sharing with colleagues. The document will be reviewed, discussed, and related to program components already in process. An action plan for school-wide application will be prepared and related staff development procedures established.

This process will preface other related activities described in my general dissemination plan.

Descriptive Flow (continued):

Potential Resources:

One copy of the RWR document: Oral/Written Communication
District developed documents relating to the topic.

Evaluation:

Direct feedback from Program Improvement Council members
Supervisory Conferences
Classroom Observations

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Plan II

Name: #22

Agency: Local Education Agency

RWR Document Title: Oral/Written Communication

Title of Activity: To inform curriculum leaders from Pennsylvania's Intermediate Unit I about the RWR document.

Target Group(s): Curriculum leaders from 26 school districts.

Outcome(s): To add to participants' knowledge base, which may better efforts to design/refine communication programs.

Desired Level of Impact:	x	**Awareness**	**Desired Level of Change:**	x **Knowledge**
	___	**Involvement**		___ **Behavior**
	___	**Committment**		___ **Attitudes**
	___	**Action Plan**		
	___	**Internalization**		

Describe Change(s):

Kind and Length of Activity: One formal presentation during the 1982-83 school year. Follow-up sessions as requested in local districts.

Descriptive Flow:

Intermediate Unit I Curriculum Council consists of at least one representative from each of the 26 member districts. Members are Assistant Superintendents, Curriculum Coordinators, or Principals. The Council meets 4 times a year.

I will overview the document at a regular meeting and express a willingness to extend discussion in local districts as requested.

Descriptive Flow (continued):

Potential Resources:

One copy of the RWR document for reproduction.

Evaluation:

Direct feedback from Council members.
Requests fro extended sessions in local districts.

NAME: #22

AGENCY: Local Education Agency

RWR DOCUMENT TITLE: Oral/Written Communication
Dissemination Plan: Research Within Reach
Oral and Written Communication

Plan I

I. Rationale/Goals

As principal of an elementary/middle school (K-8) housing 2000 students, and having responsibilities for supervising 100 teachers, this document can become an important part of an already established staff development program for which I am responsible.

Goals

1. To help teachers teach language sub-skills through increased use of the communications process: speaking and writing.

2. To increase teachers' confidence in providing an increased number of successful oral and written language experiences in all curricular areas.

Objectives

1. To review the RWR document with the school's Program Improvement Council.

2. To highlight ideas/information from the RWR document in the weekly staff newspaper.

3. To use this RWR document as a resource when teaching an elective staff course: Improving Teachers' Writing Skills.

4. To reproduce certain portions of the document for use with the middle school English department.

5. To present portions of the RWR document at total staff in-service sessions. (We have 8½ days scheduled.)

6. To develop several RWR document-related "Supervisory Options" for staff members. (Staff members and I agree on program-related options on which the year's supervisory process will focus.)

II. Audience

100 elementary/middle school teachers

III. Time

One year: 1982-83 school year (formally)
On-going (informally)

IV. Activities

Please refer to objectives.

V. Resources

1. The RWR document.
2. Some district-produced documents.
   "Strive To Succeed"
   "A Guide For Better Writing"
   "Long Range Plan For School Improvement"

VI. Expected Outcomes

1. Changes in teacher behavior.
   a. More time and opportunities for students to practice language skills by speaking and writing.
   b. Teachers will become more confident and articulate with research related to oral and written communication.

VII. Evaluation

1. Classroom observations.
2. Supervisory conferences with teachers.
3. Student conferences.
4. Examining student writing.

Plan II

I. Rationale/Goals

Being a member of one of Pennsylvania's Intermediate Unit (3 counties) Curriculum Councils, and having opportunity to make presentations to that group, I can inform curriculum leaders from 26 districts about the RWR document.

Goals

1. To inform curriculum leaders from 26 local school districts about the RWR document: Oral and Written Communication.

II. Target Audience

1. Local School District
    - Principals
    - Assistant Superintendents
    - Curriculum Coordinators

2. Intermediate Unit Curriculum Specialists

III. Activities

1. An oral presentation to all participants.

2. An expression of willingness to assist local districts review the documents and develop action plans.

IV. Resources

1. The RWR document: Oral and Written Communication.

V. Expected Outcomes

1. For LEA curriculum leaders to be informed about the RWR document.

2. To increase participants knowledge about available research which can be helpful when designing/refining cummunications programs.

VI. Evaluation

1. Observe participants' responses.

2. Participants' requests for follow-up sessions.

RWR Dissemination Plan

Name: #23

Agency: State Education Agency

RWR Document Title: Research Within Reach: Oral and Written Communication

Rationale Goals	Target Audience	Time Frame	DAF's Activities	Key Resources	Desired Outcomes	Follow-up
To internalize this material with state guide Framework: Integrating the Language Arts	State Language Arts supervisors (80 personnel) Teachers--inservice/workshops at AEA (15 Area Education Agencies) and LEA	School year 1982-1983	See DAF Plan	The Supervisors group	Integrating RWR material with current guides and writing projects	AEA Educational Fairs, LEA inservice/workshops

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM (DAF)

Name: #23

Agency: State Education Agency

RWR Document Title: Research Within Reach: Oral and Written Communication

Title of Activity: Integrating and Implementing Research to the Classroom

Target Group(s): Language Arts Supervisors (80 members)

Outcome(s): This material reinforces our current writing project and State guide in Language Arts.

Desired Level of Impact:

___ **Awareness**
___ **Involvement**
___ **Committment**
___ **Action Plan**
X **Internalization**

Desired Level of Change:

X **Knowledge**
___ **Behavior**
___ **Attitudes**

Describe Change(s): Supervisors will become aware of this information and internalize with existing State writing projects and guides.

Kind and Length of Activity: 2 hours--small group presentations of assigned areas/chapters of the RWR material.

Descriptive Flow:

State coordinator/consultant will introduce the materials to the 80 supervisors. This group will be broken into eight smaller groups and each group will be asked to digest, discuss, and integrate RWR material into State's Framework: Integrating Language Arts and Writing Projects. These supervisors can take these forementioned materials and disseminate to local districts on a K-12 basis. Supervisors will have follow-up responsibilities at the local level. The two writing projects (Su-mer 1983) will use this document in their projects in all 8 workshops.

Descriptive Flow (continued):

Potential Resources:

1. State Language Arts, Reading, and Basic Skills personnel
2. RWR document
3. Framework: Integrating Language Arts
4. Writing: Skills, Activities, and Evaluation publications
5. RWR dissemination plan and activities forms

Evaluation: Written response evaluation of: I learned

I re-learned

I need to know more about:

RESEARCH WITHIN REACH
DISSEMINATION ACTIVITIES FORM

Name: #24

Agency: State Education Agency

RWR Document Title: Secondary Mathematics

Title of Activity: Component of this document - possibly problem solving - Inservice

Target Group(s): State Basic Skills Specialists

Outcome(s): A better understanding of this component which will be incorporated into the regional inservice training sessions for Local Basic Skills Directors.

Desired Level of Impact:

x **Awareness**
x **Involvement**
x **Committment**
x **Action Plan**
___ **Internalization**

Desired Level of Change:

x **Knowledge**
x **Behavior**
x **Attitudes**

Describe Change(s):

Kind and Length of Activity: We are not familiar enough with the document to exactly describe this activity. Kind and length will depend on content choice.

Descriptive Flow: A copy of 1 area from this document will be sent to each regional Basic Skills Specialist 2 weeks previous to our meeting. After reading the selection, they will send back questions, concerns, and problem areas to be used as a basis for discussion and clarification during the workshop. The workshop will be conducted by David Dye, the Minnesota Department Math Specialist.

Descriptive Flow (continued):

Potential Resources:

Evaluation:

RWR Dissemination Plan

NAME: #24

AGENCY: State Education Agency

RWR DOCUMENT TITLE: Secondary School Mathematics

Rationale Goals:

To implement the math component of the Minnesota State Basic Skills law - Minnesota 121.495 by providing a K-12 math program to local basic skills directors who will be responsible for local teacher training and math program development.

Target Audience:

Local Basic Skills Directors
Local Staff - Students

Time Frame:

Fall, 1983

DAF's Activities:

Approximately 8-10 days of inservice training in which participants will be provided with research, information, materials and experiences which will provide them with the resources and knowledge.

To establish local exemplary math programs and conduct local teacher training sessions.

Key Resources:

RWR: Secondary School Math, Dave Dye, Math Specialist, MN Department of Education Dr. Dean Hendrickson, Dr. Robert Jackson, University of Minnesota, 9 Basic Skills Specialists, State Department of Education.

Desired Outcomes:

At least 20 hours of local math inservice. A district wide math program in place. Higher math scores on the statewide math assessment test.

Follow-up:

At least once a year, follow-up meetings for local Basic Skills Directors. Regional Basic Skills Directors visit participating districts 3 times a year to assist in local training sessions, staff development and program implementation and evaluation. Results of Statewide Math Assessment.

Appendix H

Workshop Evaluation Form

AEL/CEMREL, Inc., Workshop Evaluation

Workshop: Research Within Reach: Resources for School Improvement Date: August 18-20, 1982

I would be willing to discuss further impressions of this workshop with AEL staff or with the Rx evaluator.

Name: ____________________

Business telephone: ____________________

A. Background (check one)

1. Professional affiliation

____ State Department of Education (specify state): ____________________
____ Intermediate Service Agency
____ Local Education Agency
____ College or University
____ Other (specify): ____________________

2. Professional role

____ Instructional Supervisor
____ Curriculum Specialist
____ Dissemination Specialist
____ Evaluation and/or Research Specialist
____ Teacher
____ Administrator (specify): ____________________
____ Other (specify): ____________________

3. Check the number of previous Rx-sponsored workshops attended:

____ none ____ 1-3 ____ 4-6 ____ more than 6

4. Rate each of the following possible reasons that you attended the Rx workshop: 3 = very important; 2 = somewhat important; 1 = not important

____ Topics of high personal interest
____ Information presented will be useful back home
____ Opportunity to interact with professional peers
____ Opportunity to interact with presenters/consultants
____ Topics of direct relevance to my job
____ Other (specify): ____________________
____ Other (specify): ____________________

B. Workshop Objectives

Workshop objectives are attached. Refer to them in answering questions B1 and 2.

1. Rate the degree to which each stated workshop objective was met: 3 = fully; 2 = somewhat; 1 = not met

Objective 1	Objective 2	Objective 3	Objective 4

2. Rate the degree to which each objective is relevant to your work: 3 = extremely; 2 = somewhat; 1 = not relevant

Objective 1	Objective 2	Objective 3	Objective 4

Comments: ____________________

C. Workshop Implementation

Indicate for each statement below the response most appropriate from your perspective: 4 = absolutely, yes; 3 = mostly, yes; 2 = mostly, no; 1 = absolutely, no

1. Consultants and presenters were well prepared. 4 3 2 1
2. Rx staff and presenters were open to my suggestions and input. 4 3 2 1
3. Presentations were clear. 4 3 2 1
4. Presentations were practical. 4 3 2 1

-over-

C. Workshop Implementation (Continued)

5. Presentations were relevant. 4 3 2 1
6. Sessions provided adequate time for questions and discussion. 4 3 2 1
7. Written workshop materials were useful. 4 3 2 1
8. Written workshop materials were comprehensive. 4 3 2 1
9. Written workshop materials were relevant. 4 3 2 1
10. The sessions acquainted me with new human and material resources. 4 3 2 1
11. The workshop sessions were scheduled to reflect flexibility and adequate provisions for participants to self-select as needed. 4 3 2 1
12. Pre-workshop materials were helpful. 4 3 2 1
13. Pre-workshop materials accurately portrayed the workshop. 4 3 2 1
14. The workshop atmosphere was conducive to learning. 4 3 2 1
15. The workshop was well managed by Rx staff and consultants. 4 3 2 1
16. The physical facilities for this workshop were adequate. 4 3 2 1
17. The site for this workshop was easy to get to. 4 3 2 1
18. On balance, this was an excellent inservice activity. 4 3 2 1

Comments: ____

D. Workshop Outcomes/Benefits

Circle one of the ratings (4 = absolutely yes; 3 = mostly yes; 2 = mostly no; and 1 = absolutely no) which best reflects your assessment of the outcomes/benefits of the workshop.

1. Workshop provided me with new information and awareness about products and programs pertaining to the topic(s). 4 3 2 1

D. Workshop Outcomes/Benefits (Continued)

2. Workshop helped me to locate and follow-up on programs/practices which meet my needs. 4 3 2 1
3. I gained knowledge about what other states and organizations are doing on the topic. 4 3 2 1
4. I would distribute workshop materials or share what I have learned with colleagues and clients. 4 3 2 1
5. I would conduct a similar workshop for my clients. 4 3 2 1
6. I would use workshop materials to conduct inservice activities for my staff. 4 3 2 1
7. I would use some of the presenters/consultants at the workshop to help me plan my program. 4 3 2 1
8. I would incorporate what I have learned in our own program. 4 3 2 1
9. I would contact ESO for more information or assistance on the topic. 4 3 2 1
10. I would use what I have learned to stimulate joint planning activities with my colleagues. 4 3 2 1
11. I would like to be informed about services ESO can provide on the topic. 4 3 2 1
12. I would attend other workshops sponsored by ESO. 4 3 2 1

Comments: ____

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OBJECTIVES

1. To provide educational practitioners in Appalachia and Midwest states with copies, information, and activities related to the two new Research Within Reach (RWR) documents--oral/written communication and secondary mathematics.

2. To guide educational practitioners in the development of action plans relating to the dissemination of the RWR documents by state education agencies, intermediate service agencies, and local education agencies.

3. To promote contact, interaction, and cooperation among workshop presenters, researchers, participants, and AEL and Midwest Rx staff.

4. To provide members of the R & D community (researchers, presenters, and AEL and CEMREL staff with information about the oral/written communication, secondary mathematics, and dissemination concerns of participants.